

# Educational Supplement

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## PERSONAL



Mary Warnock

In the middle of the hols there came the announcement that the PM, despite her eye troubles, had spied out an educational adviser for the secret enclaves of No 10; none other than Oliver Letwin, the now doubly Blessed Oliver.

I don't know Mr Letwin personally, I therefore leave detailed comment on his appointment to my colleagues. But I know, without benefit of empirical experience, simply *a priori*, that his is a position that many of us educationists would wish to have had for ourselves. Why him, we will ungrammatically cry, why not me? (We may be reminded of the reported reaction of all women to Mastroianni, that most seductive of Italians; he needs professional help; but first of all he needs me.)

I will not pursue this rather discutable line. Instead I will offer him a topic for his attention as soon as he sets foot in No 10. Adult education.

I get, I suppose, an average of six letters a week asking me to intervene to prevent the closure of some school, or other educational institution. I am embarrassed by these letters, partly because I have no influence, and no time to exercise it even if I had it; but mostly because many of the institutions condemned to closure seem to me to be ripe for it, by any standards. Not every independent school for the

handicapped based on spiritual values, not every one-class village school, or centre for alternative medical training is actually worthy to be preserved at public expense, or so it seems to me.

But the case of adult education is different. There is simply too little of it, at a time when we need more.

Last week I had a letter from someone who had been teaching craft subjects for eight years in a tertiary college, whose courses were now threatened with closure. She wrote to say that the needs of women for such courses were obvious and increasing, and that therefore closure would be short-sighted. I am sure she is right. But I would argue that the need for such classes is by no means only for women.

My correspondent, quite rightly, though incidentally, expressed her strong objection to the term "craft". Although there are such things as craftsmen, I am sure the term would deter male students. The image of baroque work (whatever that is?), of crochets, flower-arranging and weaving, not even woman's work, but woman's play or therapy, is altogether too powerful to permit many men to take the courses, even if the courses continued to exist.

More damaging, the concept of craft, along with or without which it may

## DIARY



Sir Keith Joseph

nothing of craft, is less essential than classes whose outcome is a qualification.

I certainly don't want to join the ranks of those who deride examinations and certificates as "just bits of paper". But the fact is that, while there are many people for whom such certificates are a life-line, there are many for whom they are useless, including most of those who want craft classes. Neither kind of people should be sacrificed to the other.

Some layman local authorities, and everyone concerned with education will have to face the future. Every time I hear a politician promising full, or even much increased, employment I despair. We shall never return to full employment in the sense we have known it. Work hours will be shorter, retirement earlier, and if people must work in order to be happy (as I believe they must) then it will have to be generally recognized that gardening, cooking, knitting, painting, writing songs, needlework, even baroque work for all I know, are all of them work.

Creativity and self-sufficiency, apart from human love, are the most desirable things in life, and the chief ingredients in happiness. But though this is widely acknowledged to be true, public institutions and public attitudes still flounder away in the background, relying on presuppositions of five or ten years ago.

In these days when we are told that men are granting independence to their own skills and creative activities, they had, of necessity, more independence on their own powers of imagination than men since so few other powers were allowed them. Now that men are more and more realizing the equality with men, they must become of getting sucked into the full employment myth. Of course women must have careers and paid employment. But at the same time they should not be making things, or simply looking at things with a more imaginative and better-informed eye.

It is for this reason that adult education, in all the forms of creative arts and history, is an increasing need. Its provision should be something completely to be taken for granted in tertiary colleges. The word "should" should be banished from the phraseology. Let us hope that Mr Letwin can grasp that it would be revolutionary for adult education to be given high priority, but that revolution would exactly meet the demands of the time. Perhaps Mr Thatcher's ear, or Sir Keith's, can be bent in that direction.

## Putting back the clock for ILEA

Large question marks still hang over the future constitution of ILEA. In the Conservative manifesto, it was to be a joint committee of the boroughs. Now, under pressure from some MPs (in particular, Martin Stevens of Fulham and John Wheeler of Westminster) and an increasing number of councillors, the Government is inclining towards direct elections.

Overworked and underpaid councillors can see the impossibility of trying to run their boroughs and ILEA simultaneously. So the Government seems set to reorganize that same, directly elected, London School Board which one of its predecessors managed, so efficiently, to destroy 80 years ago.

It has never been quite certain what it has against ILEA. Three years ago, when it was hiring Kenneth Baker and Janet Young to dismember it, the motive seemed political: to put an awkward Labour bulwark against an awkward Labour bulwark. That enthusiasm seems to be waning a bit: now that Labour holds only 15 of the 29 inner London constituencies in Parliament. The Conservatives even think they can win it one day.

So the emphasis has switched to "good housekeeping". ILEA's expenditure is 30 per cent above the norm. Now it's true that London, like all capital cities, spends more than the average on education. (It's partly all those Buckinghamshire commuters, stopping behind after work at evening

classes.) But the Government should realize that it was ever thus. Indeed, London education expenditure is slowly reverting to the norm. It was in those Victorian days so beloved of our Prime Minister - 1878, to be exact - that Matthew Arnold, HMI predecessor of Sheila Browne, noted that it cost 50 per cent more to educate a London child than it did anywhere else - to wit, £2 13s 5d a year against a national average of £1 15s 3d.

In those days the London School Board only had elementary education to spend money on; Sir Keith's New Model School Board will embrace everything from postgraduate biotechnology to evening classes in bagpipes, banjo and bouzouki. (It's true! See p. 196 of *Floodlight* - 50p, at all good newsagents.)

I know the Government intends to "cap" ILEA's rate. But I doubt whether it will be much more successful than either Matthew Arnold or Michael Heseltine in reducing London's education expenditure to the norm - especially if it is going to legislate for a new, directly-elected pressure group to fight for it.

## Battle of the bulge

When *Private Eye* ran its illustrated "Ongoing Situations" column, the drawing I liked best was the one in which John Gashan illustrated a "Rolls Royce Situation" - a splendid open-topped Rolls-Royce falling serenely off a cliff with a uniformed chauffeur at the wheel.

The column is now defunct, so I can safely write about Europe's only Rising Rolls Situation without fear of satirical misrepresentation. The country in question is Hungary and the situation is the fruit of that country's unhappy period - the Stalinist early 1950s and the regime of Matyas Rakosi. He and his culture minister, Mrs Rakosi, clamped down on both abortion and birth control from a mixture of nationalist and ideological motives.

Hungary had lost great swathes of territory that needed to be replenished; industrial manpower as central to economic regeneration. So a vast (20 per cent) above the average) birthrate bulge occurred, which spawned yet another 20 years later.

Now this second wave - Mrs Rakosi's grandchildren, as they are called - is about to enter the secondary schools and a fierce argument is in progress among the educational planners as to how they should adapt their strictly bipartite system. Should they increase grammar school places and concede to pressures from the intelligentsia to hold the grammar school intake to its 20 per cent norm and

## Buy the Left...

Ideological times are out of joint. O level sociology students are no doubt taught that privatization is a tenet of the Right and nationalization one of the Left. But I suspect they will now have to rewrite the syllabus.

The Militant-dominated Liverpool City Council is busy swelling the ranks of the independent sector by encouraging Croxeth comprehensive to become a private school. When, in relation to the parents of Croxeth, I used to ask Rhodes Boyson whether he believed in parental choice or not, he would say: "Um, ah, I'm glad you asked me that question." (Which is parliamentary code for "I wish you had.")

In the end the DES has swallowed hard and is cooperating with the exercise. I don't expect that the parents of Croxeth to place their school in the ranks of the

## No 116 CROSSWORD by Ruth

**Across**

- Supplementary courses? (11)
- A drink or two on the quiet (4,3)
- Quick to catch five in a television (5)
- The French way to get (10)
- Offer for money (8)
- Naturally, it takes awkward points (6)
- Private room taken on holiday (8)
- She's not out, though unwelcome (8)
- Wildly grown but it's not (10)
- Apparent reduction of overtime (5)
- A walker or a climber, perhaps (7)
- It may be taken as an indication of health (11)

**Down**

- Not a subject studied in most school curricula (10)
- The bill offenders may have to face in court (4)
- They held an assembly view of things (10)
- Come to get to get (full) (8)
- He won't eat anything (7)
- Misheard with which one may seek a job (10)
- Service clubs (10)
- Starts out of a footballer (7,4)
- Personal line of defence (7)
- He is a very business (8)
- His doesn't do much to earn his reputation (10)
- Clive out the wrong (10)

## Heads are blamed for Muslim takeover bid

by Bert Lodge

Heads who refuse to implement multi-racial policies were blamed this week for the attempt by Muslims to take over state schools and run them on Islamic lines.

On Tuesday Bradford's education committee voted unanimously to reject an application to take over five schools.

After four months of wide consultation the committee concluded that the Muslim Parents' Association, which is trying to take over the schools, did not have the backing of its own people or the rest of the community. It also lacked the finance and educational and administrative abilities to carry out its proposals, the committee decided.

Almost 120 members of staff said they would refuse to work in the schools if their status was changed.

Mr Barry Thorne, a Labour councillor, called the MPA "crockpots".

"But they are fuelled by some heads and governors' refusal to carry out the multi-racial policies of this council," he said.

Heads were last year directed by the authority to make concessions to Muslim pupils, Mr Thorne said. "Yet it is apparent some schools are not carrying them out. Some are very slow, some are indifferent, and some are like a lead balloon."

Mr Thorne said afterwards that it was in regard to morning assembly that heads most commonly ignored Muslim sensitivities. The MPA has documented complaints in this area.

Another problem is known to be swimming lessons for girls. One head informed parents unhappy about such lessons, "while your daughter continues at this school she must comply with all the requirements of this school."

## Passports warning to day-trip blacks

by Nick Wood

Schools organizing day trips to France should advise any black children in their parties to carry passports and appropriate visas, and not to rely on 60-hour identity cards, to be sure of avoiding problems with French immigration authorities, the Home Office confirmed this week.

The official guidance came after it emerged that school parties on cross-Channel trips had fallen foul of the French immigration crackdown at the beginning of August that led to coals of black people being refused entry.

Mr David Allison, tours manager of School Travel Service, which takes 10,000 youngsters to the Continent every year, said: "We had one or two reports that parties were arriving in Boulogne and taking a long time to convince the French immigration authorities that they were genuine British or Commonwealth citizens."

He understood that the parties were from inner city schools and included a high proportion of black children. But no one had been sent back to Britain or refused entry to France.

The situation now appeared to be easing, Mr Allison added. In recent weeks his company, in common with other tour operators, had received no reports of any difficulties. For this reason, STS was still issuing the cards.

He said: "We've heard that the agreement (on the identity cards) is still in force and until the British or French Government changes the arrangements, there's no reason we should not proceed as before. But it is advisable that black people travelling should take some proof of their citizenship."

Last month, Britain protested about the French Government's decision to rescind an agreement dating back to 1971 and to refuse to accept identity cards issued to people with Commonwealth citizenship. Talks are now going on between the two countries and, it is understood, while these proceed the French authorities are again accepting the cards.

## Selection idea is ours, say Solihull

by Biddy Passmore

Solihull's decision on Tuesday to consider bringing back grammar schools, after being rejected by secondary heads, does not appear to be part of a national plan. The controlled councils to reintroduce selection.

Council leaders have stressed that the idea was their own. They resent the implication that the Government was the shape of Mr Stuart Sexton, local adviser at the Department of Education, forced the move on them.

Conservative spokesman for Kent and Birmingham, two councils which showed enthusiasm for vouchers, where of ministers' pet schemes, went out that they still had selective schools and had no plans for more. In about one third of L.E.A.s have kept selection.

Mr Michael Ellis, chairman of Solihull's education committee, said this week that he had talked to Mr Seddons about a number of things. "But I don't think this scheme should fall on Mr Seddons' shoulders. We simply don't know whether it would fall on us if we changed our admissions from catchment area to selection by ability."

Mr Sexton had only to reply to a recent speech by Mr Bob Seddons, the new minister for schools, in which he said he would welcome the introduction of some grammar schools.

Sexton is also believed to have Solihull against "proposing a new grammar school."

The council has asked Mr Colin Humphrey, director of education, to draw up a scheme involving selective admission to "one or more" of the authority's 18 secondary schools which is to be presented to the education committee in two weeks' time.

Mr Ellis said this week the scheme would probably affect two or three schools, and cater for the top 10 to 15 per cent of pupils. The 11-plus exam to get into the selective schools would be optional.

"I see this as a honing up of the existing system of comprehensive education in Solihull," he added. "I've no desire to go back to the 'good old days' when the grammar schools took the top 25 per cent."

Parental pressure for the change grew when catchment areas were redrawn because some schools had to close.

Any selective reorganization scheme would face the complication that the southern part of the borough has 11 to 16 comprehensive feeding into a highly successful, academic sixth form college.

Mr John Barnes, formerly chairman of Kent education committee and a stout defender of selection, said this week he did not think it was "a frightfully good idea" to have grammar schools if the authority was going to stick to a sixth form college.

Both the Secondary Heads Association and the National Association of Head Teachers have objected to the plan.



Hold up a young refugee aims a toy gun at an Italian soldier on foot patrol in the Chatilla camp in West Beirut. Picture report on Lebanon's children page 33.

## Common Entrance move

Preparatory schools are planning a major reappraisal of their timetables intended to free them from the "multiple tentacles" of the Common Entrance exam.

Proposals outlined this week at the annual conference of the Incorporated Association of Preparatory Schools, by Mr Alan Mould, the chairman, would trim the compulsory element of the exam to a core of five subjects - English, maths, science, a foreign language and scripture.

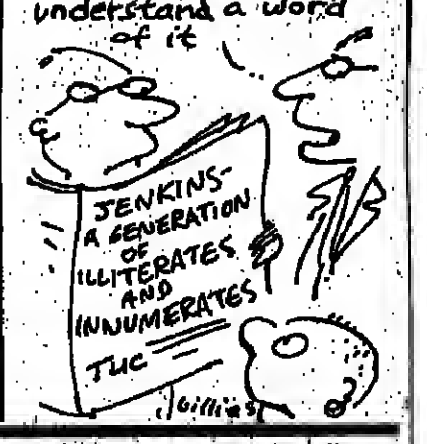
"I hear of colleagues keen to introduce computing or design... or more craftwork or drama within the timetable, heads who passionately believe in the educational value of these things, but who ask in despair: 'How can we fit them in?'" Mr Mould, headmaster of St John's College School, Cambridge, said.

The proposed changes will be discussed by prep school heads at district level in the autumn.

Prep Schools conference, page 8



John Gashan



don't worry, he can't understand a word of it

**THIS WEEK**

- 1. **TO BE LET** - KEMP & HAWLEY - 405 8161
- 2. **YTS prelive** - A demoralized TUC offers cautious support to the Youth Training Scheme
- 3. **V.des.res** - As rolls fall, the number of empty schools rises. What happens to these disused buildings?

**Platform**

Professor Denis Lawton on the politics of educational research

**Beginners please**

Getting new staff and pupils off to a good start

**Disqualified**

Schools are integrating handicapped pupils but still discriminate against teachers with physical handicaps

**Arts/Books**

Richard Hoggart on Edward Elgar; Brian Walde on Hugh O'Flaherty; Michael Clarke, Patrick Carnegy, Sheila McLeod and David Griffiths report from the Edinburgh Festival; Oswald High on TV anti-reviews on primary school teaching; pre-school playgroups; educational psychology; design; poetry; Poetry and drama textbooks

**Resources/Media**

Computer storage system. Ray. Hammond focuses on the new Sinclair Microdrive. Hugh David reviews video programs on opera; Victoria Newman on "Broadside Britain"; review of "Wavelength YTS Special"

**Extra**

Special Needs: response to the 1981 Education Act; reviews of books on special education





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## The way we were

It is hard to believe that the new academic year should be starting; after all these years, with a serious attempt to bring back the grammar schools, and even to open new ones.

It is now getting on for two decades since Anthony Crosland's carefully prepared Circular 10/65 set the country off on a national drive towards comprehensive education which has continued, with a bumpy sort of consensus, under both Labour and Conservative Governments until now over 90 per cent of secondary schools are comprehensives. Mrs Thatcher as Education Secretary slowed down the reorganization process without attempting to reverse it. Mark Carls, also known as St John Stevens, both set their faces against any unscrambling and accepted with some reservations that there was no turning back.

It cannot be predicted with any certainty what Sir Keith Joseph's decision would be on a notationally viable grammar school proposal beyond remarking that he is unlikely to be committed to any consensus line, although his junior minister, Ben Dunn, has welcomed the idea in principle. But in the same week we have news that one of his political advisers, Stuart Sexton, is also advising Solihull local education authority on a proposal to create three new grammar schools, while Elizabeth Cottrell, director of studies at Sir Keith's own Centre for Policy Studies, was renouncing the public debate on Channel 4's *Options* programme.

It is true that Dr Cottrell's appeal was more a passionate exercise in nostalgia than a practical proposal for change, and a suggestion that other Conservative education authorities are waiting for the green light to follow Solihull's lead may still be only a faint gleam in the eye of Mr Sexton. But so was the Assisted Places scheme at one time, and look what became of that.

But even if a renewed grammar v. comprehensive debate is forced upon us, there does not seem to be much inexorable logic about the Solihull thinking. Doubts about admission arrangements in the face of parental dissatisfaction with standards in particular schools could arguably be allayed by better management and resources rather than allocation on ability, which by definition could only improve the quality of education for a minority.

Even a voluntary 11-plus to produce 10-15 per cent selection would inevitably unsettle the authority's primary schools, let alone the predictable effects on the creamed comprehensives. Nor has Solihull yet reconciled its backward look with the present-day realities of a break at 16. With one highly successful sixth-form college already, should they set up one grammar school with a competing sixth form, or an untenable 11-16 structure?

There we come hard up against the most convincing argument against returning to the half-remembered days of the pre-1960s, in search of solutions and standards in the very different circumstances that confront us in the 1980s.

The need for an integrated education and training programme for 16 to 18-year-olds, Sir Keith Joseph's own commitment to technical and vocational education and a better deal for the bottom 40 per cent, and a widespread disquiet about the universities' stranglehold on the academic curriculum all demand new thinking about the structure of schools and colleges and what they teach. To reintroduce grammar schools into that debate would simply be to justify the worst fears of those who saw the TVEI as the first step back to a tripartite system.

Interestingly enough, it was Professor Colin McCabe's reply to Elizabeth Cottrell in this week's Channel 4 *Options* slot (reviewed on Page 25) which offered far more critical as well as constructive thought on the subject.

His proposals for harnessing the independent sector into a system that would select at 14 as part of a unified post-14 scheme have echoes of an idea first mooted in these pages by Stuart MacLure in 1975, though that does not make it any less unexpected when put forward by a left-wing academic - nor any more likely to commend it to his political friends. But it is the refreshing realism with which Professor McCabe accepts the failures of the comprehensives and Labour Party policy, and seeks to move forward from where we are, which makes his argument more compelling than any attempt to return to where we were. Perhaps structuralism has more to offer to education policy than to Eng. Lit.

## COMMENT

### Bradford off the hook

The decision by Bradford L.E.A. (page 1) to refuse permission to Muslim parents to take over five city schools may represent the only satisfactory conclusion to an agonizing debate, but it would have been a good deal harder to arrive at if the authority had not effectively been let off the hook.

The Muslim Parents' Association which made the application to run the schools as Muslim voluntary aided does not have the generic composition its name seeks to suggest. And it is its failure to attract the support of the ordinary Muslim-in-the-street which is principally responsible for the failure of the enterprise.

The main requirement under existing law for the establishment of a voluntary school is a demonstration of genuine need. But although since 1974 the MPA has made occasional vigorous forays into Bradford schools, to protect some orthodox of Islam, it has never advanced further than giving the appearance of being a small group of Muslim fundamentalists, with eloquent but abusive leadership.

This has been partly due to the success of individual school parent associations. Many heads of Bradford schools with a high percentage of Asian children on roll have worked steadily and patiently to allay the doubts and fears of parents and build up their confidence in the schools. And in the past few months it is the school that a clear majority have chosen to identify with, rather than their co-religionists of the MPA.

That is as much part of the story as this week's counter-claim in education committee that some heads have exacerbated the problem by recalcitrance in the face of multi-racial policies. But Bradford, like most of the rest of the country, had taken a long time responding to the problem that had been growing under its nose over the past 20 years - the increasing presence in its classrooms of members of a religious faith which imposes a series of emphatic taboos and a on-



Coeducational schooling has continued in Bradford despite Muslim parents' opposition.

their day-to-day life unknown and unappreciated in the secular climate of Britain today.

Although Bradford is now regarded as a pace-setter among local authorities for its stated multi-racial policy, it was only last year that it produced its memorandum granting the 15,000 Asian children in its schools the substantial concessions Islam demands in respect of prayer facilities, dress, and observance of religious festivals. Halal meat is to be provided in some schools from this year. Moreover, it had stuck to its policy of developing coeducational schooling although fully aware that the segregation of the sexes at puberty is fundamental to Islam. But even this, now being reviewed, the education committee chairman revealed three months ago.

These concessions were laid before the Asian community only just in time. For the Muslim Parents' Association bid to have even credibility, let alone a chance of succeeding, it was essential it received the backing of the Council of Mosques, on which 25 of the 26 Bradford mosques are represented.

In the authority's own words, "The Council of Mosques' considered views are given a great deal of emphasis by the authority because of the importance of religious faith which imposes a series of emphatic taboos and a on-

on the MPA proposals received from the Muslim community itself."

In the event the Council did not support the MPA proposals and acknowledged that they were influenced "by the recent change in attitude on the part of the authority to Muslim grievances," specifying the special provision in schools. "The Council stressed that it was not commenting on the principle of voluntary aided Muslim schools - only on this specific application."

The Bradford city fathers have got off this time and their relief will be shared in the DES and other anxious L.E.A.s. But the Council of Mosques added a warning: "... were the authority to retract or revise these new policies, then many Muslim parents, now that they were fully aware of their rights under the 1944 Education Act, would conclude that separate schools would be the only choice left to them." That should be a salutary reminder for them all that parental rights, once unleashed, can be tricky to reconcile with the best intentioned policies.

### A better way for under-5s

In a resolute world, Liverpool's new pre-school policy (page 7) would be welcomed as a rational, and far

from extravagant, approach to improving the circumstances of highly disadvantaged parents and young children at a crucial stage of their development.

It builds on the considerable, if piecemeal, experience of recent years. Extending the hours of nursery classes by adding day care (which can successfully be provided by welfare assistants) at the beginning and end of the day has been tried out in the London borough of Islington. Most city authorities have begun to baulk the education side of their day nurseries.

The fact that formal attempts at cooperation between education and social service died the death some time ago in the general Liverpool management crisis is not the fault of the new Labour council: their policy of appointing a pre-school coordinator may be a sensible way to try to get things moving again.

Nor is the new policy's emphasis on in-service training, particularly in relation to promoting greater parent involvement, misplaced. Research on both sides of the education/social services divide has shown that the attitudes of nursery staffs - however unconscious - keep inner city parents of arm's length.

The policy is based on converting existing buildings and staff, rather than grandiose plans for new institutions and training programmes. It deserves to be considered on its merits, and not simply dismissed as pie in the sky from an overspending left-wing Labour council.

### no comment

"Department of Mathematics, Science and Computing: Pre-school Play Group. Association Foundation Course. For persons wishing to become supervisors or assistants in pre-school play groups. A part-time course."

From a Stafford College of Further Education advertisement in *The Staffs. Journal*.

## Second opinion

### Best for NAB or best for students?

I suppose that the immediate response to make to the draft plan set out by the National Advisory Body for the authority higher education is to say how arbitrary it appears in educational terms. Presumably, at the level at which the calculations were made, various criteria were applied which could be subject to informed criticism.

After all, to the extent to which decisions have yet to be taken (and therefore, that this is a consultation exercise) what matters are the principles rather than the specific details. Now, the main criterion that seems to have been used is that of cost, together with a so-called mitigation factor designed to offset major reductions in resources in particular institutions.

Essentially, there is a multi-stage process of calculation: 1 targets for student numbers, 2 a net student cost figure, leading to 3 possible budgets for the institutions. But all of this has to add up to a pre-determined overall sum for resources in this sector. In addition, we would guess the total student number figure for higher full-time and for categories must also be compatible with some overall planning figures.

I am bound to say, of course, that someone has to do this kind of calculation. That is so whether one is involved or whether the problem is one of allocating new resources to expansion. But the danger is that the will be the only basis for discussion and, therefore, as on so many other occasions, financial matters will be allowed to dominate academic ones.

What I mean by this is that the debate will be conducted at the level of "If you do not want to allocate funds in this particular way, how do you want to allocate them?" and "If your institution, or faculty, or school is to get more, who is to get less?" It will not then be about academic objectives, and what, if any, are the financial consequences of choosing one set of ends rather than another.

Thus, anybody reading the NAB documents could infer from them that the institutions involved had made a free choice of doing things as well as they could. They could just as well be about as good as any other, or perhaps depending on what the meaning of the word "student" is thought to be. We have to take into account that the financial proposals are compatible with these educational provisions in a sufficient scale to meet student demands and national needs.

In fact, the one believes that for a moment. The question then becomes whether within the available budget this method of doing things would yield the best outcome in the circumstances. By "best" I do not mean just money. It is the best for the students, the professional staff, but best for the students and in relevant cases, the research.

It is not my view that the UGC exercise was other than designed to the cause of higher education in this country, although the universities have coped as well as they can. I am equally unconvinced that this exercise will be other than harmful for the students and the professional staff, but best for the students and in relevant cases, the research.

Lastly, let me say that I take the "financial" here advisedly. Budgetary exercises of this kind are almost always referred to as economic, but the word means always emphasizes the importance of ends and means, the efficiency concerns, the resource cuts, and on many occasions will be incompatible with them.

Maurice Peston is professor of economics at Queen Mary College, London University.

### A fair deal on schooling for show children

The children of showpeople, in Oxford for the annual St Giles' Fair, are being given three days schooling by the county council.

The school is being held at the Oxford College of Further Education and can cater for up to 60 children.

Mrs Brenda Patterson, who is in charge of education for travellers' children in Oxfordshire, is organizing the lessons with a team of volunteer teachers.

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Richard Garner and Mark Jackson report on the education and YTS debates

## Education cuts will lead to intellectual poverty

Education cuts will create a working class of people who are illiterate and innumerate, Mr Clive Jenkins, chairman of the TUC's education committee, told the Congress's education debate.

He urged delegates to "develop a real anger" over the even bigger cuts in the education service which, he said, were likely to follow recent leaks from the Treasury that more cuts in public spending would be needed to save off tax increases.

Mr Jenkins said he could foresee a future Conservative election manifesto pledging to "sell off everything in sight". A privatized education service would mean "private intellectual poverty for those who cannot afford the fees".

He added: "Our brightest young people are having their brilliance dulled and their opportunities snuffed out."

Mr Jenkins spoke of his "night-

mare" of retired grand parents with unemployed children who were having children - "three generations of one family all without contracts of employment."

He concluded: "We will listen to their needs, even spur their appetites, we must prevent an illiterate, innumerate working class wasteland."

Delegates agreed that all youngsters up to the age of 18 should have the right to attend full-time education and training.

Mr Fred Smithies, general secretary of the National Association of Schoolmasters/Union of Women Teachers, proposing the motion, also called for nursery education to be available for all children over the age of three.

Mr Peter Griffin, vice-president of the National Union of Teachers, seconding, said that some parents were now contributing just as much towards their schools as their local

education authorities because of cuts in capitation allowances.

During the debate, Mr Bill Stephenson, a university admissions officer with the Association of University Teachers, attacked the Prime Minister for adopting Victorian and Churchillian poses. "I only wish she would wake up to the fact that a second rate education system means a second rate country."

Mr Ray Grace, from the National Association of Teachers in Further and Higher Education, attacked proposals from the National Advisory Board which could lead to the closure of up to six colleges. "My association is afraid that the real horror dimensions of this will be clouded by statistics," he said.

"Something which is a minor thing to a statistician in London is a major thing to those people particularly in a rural area who can't travel far to get to education."



Bill Keys makes his point during the YTS debate

## Youth training placed on year's probation

The Youth Training Scheme has retained the support of the trade unions - for a probationary year.

TUC leaders on Tuesday resisted demands for an immediate withdrawal by promising to review the position next year.

An alliance of teaching and civil service unions persuaded the packed session, which saw the YTS as a key issue, to turn down the demand for withdrawal.

The tactic of supporters was to make even more searing criticisms of the way the Government was running the YTS while convincing delegates that full union participation offered the only hope of overcoming the scheme's defects. The demand for withdrawal came mainly from a small group of craft unions who maintained that the YTS was an attempt to undermine genuine training and to produce an army of unskilled and exploitable young workers.

The attack was led, ironically, by the only union which has so far implemented the Government's policy of radically modernizing apprenticeship, the National Graphical Association (1982).

The NGA's Ms Branda Philbin, moving a motion which instructed the General Council to reconsider its involvement in the scheme, said: "The YTS is nothing more than a sophisticated and cynical version of YOP."

It was aimed at producing a partly skilled, disoriented young labour force many of whom would go back in the doldre after their year in the scheme, she said.

Mr John Tushfield of TASS, the draughtsmen's section of the engineering union, said that the scheme

was being funded at the expense of genuine occupational training, will not produce the skills the economy is short of in the depths of recession," he said.

Mr John Randall, deputy secretary of the Civil Service Union, said: "The YTS, and who was the prime architect of the motion presented, the demand for withdrawal, said the unions who were urging the Government to stay in the scheme were general well critics."

Mr Peter Dawson, secretary of NATFHE, the college lecturers' union, pointed out that the TUC had been involved all the way through the planning of the scheme, it would not be forgiven if they pulled out now.

But the trade union movement would not tolerate the use of YTS as a substitute for real jobs or as a way of depressing wages.

Mr Bill Keys of SOGAT, the engineering union, who is the scheme's representative on the MSC, said he recognized the risks that were involved in supporting the YTS but that he had a duty to stay in and defend the interests of the young.

They had to do everything in their power to make the scheme work, he promised, but he added a plea for more support from the unions.

Mr John Tushfield of TASS, the draughtsmen's section of the engineering union, said that the scheme

Liverpool is set to provide a free and flexible system of pre-school care and education for all parents of under-fives who want it.

The provision is to be phased in over the next five years under the policy agreed this week by the pre-school subcommittee. Existing nursery schools and classes will be extended to provide all-day care, and 40 new classes are planned.

There will be close cooperation between educational and social services, and education provision in day nurseries will be strengthened. The estimated cost of the new policy is £4m over five years.

Council's £4m plan to extend nursery provision

## Liverpool sets up policy of free all-day care

by Virginia Makins

The policy still has to be accepted by the city council, but Mr Paul Luckock, chairman of the pre-school subcommittee, said that it was a major plank of Labour's manifesto in the local elections, and ratification will be "a formality".

Money from the council's budget - which greatly exceeds the government allocation - has been earmarked, and the council will apply to the education and health and social security departments for additional capital funds.

The committee agreed to appoint a pre-school coordinator to represent the needs of young children and their parents to all major council depart-

ments, including planning and housing.

Each of the city's 11 districts will have advisory committees of parents and pre-school workers to set priorities for the next five years. Both the statutory and voluntary pre-school sectors will be asked to report on resources and in-service training needed for a flexible service with a high level of parent involvement.

Mr Luckock said that support for the voluntary sector would continue, but that as council provision was extended, its role would be likely to change, focusing more on innovation.

## Parents are welcome

by Hilary Wilce

Infant schools fail to make parents feel welcome in the classroom, and so fail to help their new pupils to adapt.

Although many schools encourage parents to become involved in school life, this is often confined to washing paint pots and covering books, according to Ms Beverley Walker, head of Lady Bankes infant school, Ruislip, Middlesex.

She feels it is important for parents to come into the classroom and take part in activities in order to help both the new parent and the new pupil.

Her school has a phased system to ease the way for those starting school, Ms Walker writes in the current issue

with them and their parents.

Pupils already in class are encouraged to remember what they felt like when they started school, and behave sympathetically to the newcomers - who are welcomed with coat pegs already labelled with their names and pictures.

From the classroom, the children should be allowed to take their time about joining in potentially distressing activities such as school assemblies. Ms Walker says: "In our experience children know when they are sufficiently secure in school to be able to join in PE, playtime and other such activities."



Sounds good: four members of a Solihull, West Midlands pop group are to receive £40 a week for a year under the Government's enterprise allowance scheme. The scheme encourages small businesses under the auspices of the Manpower Services Commission. The group, Eye Da It, who had been out of work for 13 weeks, are to put £1,000 into the venture. The Government has allocated £54 million for the first year of the scheme which started this month.

## Labour group urges end to the short sharp shock

Short, sharp shock treatment in detention centres should be stopped and replaced with a more constructive system, according to a report published this week.

The report, by the Labour Campaign for Criminal Justice, also says more young offenders should be sentenced to community service work instead of detention, and a juvenile panel system should replace in part the existing magistrates' juvenile courts.

Curtailing magistrates' powers was necessary to reduce the number of young people put in custody and residential care.

The number of places available in youth custody centres could be reduced by one third, says the report. "We would restrict the existing magistrates to the more serious cases or to hearing 'not guilty pleas'," said Mr Tony Holden, one of the report's authors.

"We then want to see created a new juvenile panel drawn from ordinary members of the community who had not previously been magistrates."

"Only if the juvenile panel decided the case was so serious a non-custodial sentence could not be passed would they hand it on to the existing magistrates."

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## State must take a hand in training

State intervention is vital to effective training, Sir Richard O'Brien, former chairman of the Manpower Services Commission, told a fringe meeting at Blackpool on Tuesday of the Educational Alliance, the pressure group of trade unions and educational organizations.

Mr Neil Kinnock, shadow Education Secretary, who had ignored Mr Len Murray's intimations that candidates for the Labour leadership should stay away from the conference, was in the audience.

Sir Richard, who said that government involvement in training needed to be backed by a statutory framework, deplored the Government's dismantling of the structure of industrial training boards.

He put forward the need for a complete reorientation of the whole pattern of training so that it moved away from a reliance on long initial training to a flexible system of training and re-training throughout life with courses related closely to the needs of the consumer. Sir Richard said that there was an enormous opportunity here for the colleges - which in his present role as chairman of the Engineering Industry Training Board he had learned greatly to respect - if they could manage to adapt themselves to the new pattern. However, he feared they would find this difficult.

An urgent priority was to embark on the necessary re-training of the trainers - those who carried on training in industry and instructors of all kinds including college staff.

## Union protest over motion

A strong protest was lodged by the National Union of Teachers over the way "lost" its chance to debate its motion on the Youth Training Scheme.

The motion - which said the YTS should form part of an integrated and comprehensive system of post-16 education and training - was composed with another from the National Association of Teachers in Further and Higher Education in a bid to stimulate the debate.

However, Mr Doug McAvoy, NUT deputy general secretary, said his union had never agreed to this and his union did not agree with the composition motion.

## TUC at Blackpool

## Warwick fails in council bid

Ms Diana Warwick, general secretary of the Association of University Teachers, has failed to her bid to get elected to the TUC's General Council.

She polled 172,000 votes among the nominees for the 11 places for representatives of the smaller trade unions. This placed her 22nd out of the 29 seeking election.

There are now only two General Council members more senior than Mr Fred Jarvis, general secretary of the National Union of Teachers, which means he is in line for the chairman's job in two years time.

Mr Jarvis automatically retained his seat on the General Council under the new system which allows all unions with more than 100,000 members a seat. This rule also gives the National Association of Schoolmasters/Union of Women Teachers a seat for the first time, which will be filled by Mr Fred Smithies, its general secretary.

## Drop in NUT numbers

A substantial drop in membership has been declared by the National Union of Teachers, according to the TUC's annual statistical statement of the membership figures of all its affiliated organizations.

The figures, which were given to the TUC at the end of last year, say the NUT has declared it has 221,511 members as compared with 235,000 it declared last year.

The figures again disclosed the high proportion of women teachers who belong to the NUT - 159,702 as opposed to 61,809 men.

They also show that the National Association of Schoolmasters/Union of Women Teachers has declared a membership figure of 120,241 - which is almost the same as it declared the previous year. This is made up of 78,780 men and 41,461 women.

Both unions claim their overall

membership figures are higher, though, since the TUC returns do not include such items as retired members.

The two TUC-affiliated higher education unions, the National Association of Teachers in Further and Higher Education and the Association of University Teachers have declared membership figures of 70,781 and 34,206 respectively. NATFHE's figure is made up of 52,205 men and 18,576 women while the AUT's is made up of 29,075 men and 5,131 women.

The Educational Institute of Scotland has declared that it has 45,000 members.

Ms Fred Jarvis, general secretary of the NUT, said there had been a drop in membership but that the percentage had not been as large as the drop in the numbers in the profession.

## Keys admits YTS risks

Mr Bill Keys, introducing the TUC's annual report on employment, admitted that the Youth Training Scheme involved a "risk of exploitation for young people; the risk of substitution of trainees for workers and the possible

implications for union agreements on terms and conditions."

But, he added that hundreds of thousands of young people had not been offered sufficient training on leaving school.

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Nick Wood reports on the Incorporated Association of Preparatory Schools conference in Cambridge

## Less able also need assistance

by Nick Wood

The Assisted Places Scheme was the "great educational missed opportunity of the decade", the annual conference of the Incorporated Association of Preparatory Schools was told this week.

Mr Alan Mould, the chairman, said the scheme, which enables bright children from poor families to take up subsidised places at private schools, was a wasted opportunity because it benefited only the academically able.

Echoing the remarks of other spokesmen of the public schools, notably Mr Roger Ellis, chairman of the Head Masters' Conference, he told heads of the 550 member schools that the scheme should be extended to include children from mobile families who needed the security of a boarding school education. It should also cover children who were handicapped, such as dyslexics, and those who had emotional or learning problems.

"In some areas, the drawing of bright children from comprehensives at 11-plus is not only unnecessary but may have a pejorative effect upon comprehensives struggling to build up good sixth forms."

"Meanwhile, there is a whole range of needs which cannot or cannot conveniently be met by the state, but which the Assisted Places Scheme largely ignores. The most immediate and widespread of these needs is for boarding. One thinks, of course, of highly mobile families."

"Then there are children for whom the rough and tumble of some urban



Alan Mould

primary and secondary schools is destructive. They, too, could rebuild their self-confidence in the more sheltered environment of a small independent school," he said.

Mr Mould's comments will be seen as further evidence of the growing pressure from the independent sector for overhaul of the scheme by widening its intake.

Informal meetings have already been held with ministers and officials at the Department of Education are known to be examining ways of implementing such proposals as part of the Conservatives' broad commitment to extending parental choice in education.

But, as Dr Rhodes Boyson, the former minister for schools, warned just before the election, daunting considerations of cost and practicality are involved.

## Left in UK present sole threat

Britain is the only Western country in which private schools are under threat of abolition from left-wing politicians, the conference was told.

Even the socialist governments of France and Spain had limited themselves to measures - now being bitterly opposed - to restrict the autonomy of independent schools or the price for continued financial support.

Mr Peter Mason, former high master of Manchester Grammar School, was commenting on his research into private education in the EEC.

He said: "Only in Britain are independent schools, with their generally more academically and socially exclusive organization, faced with an attack from the Left which aims either to make fee-paying illegal or to abolish independent schools entirely in the short or long term."

There were three main differences between British and continental systems of education: the absorption of Church schools into the state system in the UK; the absence of central control of school curricula and organization; and the absence of a declaration of human rights enshrining freedom and choice in education in the constitution.

Despite these differences, the general climate of opinion in Britain, as in Europe, was "committed to the protection of freedom and pluralism in education and to extending this freedom to all citizens regardless of creed and wealth."

Mr Mason called for a far-reaching expansion of the Assisted Places Scheme. Grants should be offered to children of all aptitudes.

## Clash of heads on public schools

Two prominent state school headmasters clashed publicly at the conference over the desirability of the continued existence of private education.

Mr Brinn Tyler, headmaster of Kingswood School, the Northamptonshire comprehensive that was the subject of a BBC television series last year, attacked public schools for perpetuating class divisions.

"People send their children to your schools through motives of snobbery and the desire to perpetuate the class system, and to buy advantages and privileges for them which are, by definition, denied to the children of others."

But liberty was more important than equality, Mr Tyler said. For this reason he was opposed to the abolition of independent schools.

Instead, he looked forward to a utopia "when I regard my children as important, but no more important than the children of my neighbour and the recipients, and neither of us seek advantages for them... so that all the resources available are shared out according to need rather than means."

The independent sector was defended by Mr Laurence Nancross, headmaster of Highgrove School in London, who said it was a vital "escape route" for parents fleeing from left-wing politicians and educationalists who were seeking to change society by assuming unfettered control over the educational system.

"We have in this country a society in which freedom of enquiry, freedom of expression, freedom of assembly and

freedom to almost every kind of dissent is enjoyed in a way probably unparalleled in history. My contention is that the education system, and that depends, for the contribution to society's well-being, on its diversity. That diversity is an independent sector of many of this country's best schools."

More and more we are taking the state take over the responsibilities of the independent sector, those who wish to preserve the ultimate and inclusive authority of the state, control of the education system is a vital stage in the process of the individual's monopoly of education is unacceptable."

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## Cover ban goes into fourth year

by Richard Garner

Teachers in part of Kent began their fourth year of refusing to accept absent colleagues this week as a protest against low staffing levels in county schools.

The ban on cover began on Tuesday and will continue throughout the week. It is the latest in a series of actions by Teachers' two-thirds majority union in Kent.

The action was taken in response to a letter from the Kent Education Authority, which said that the necessary supply cover for the county was not being provided.

Mr Wilson said this week, "nally, it was because of the teachers' position in Kent that the necessary supply cover was not provided."

"We vote each year to support the teachers' position in Kent, whether or not to proceed with the necessary supply cover."

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## Heads in protest over class duties

by Richard Garner

Headteachers in Oxfordshire have protested to their local education authority about their increased workload following staff cuts.

They say that most of the country's primary school heads are now having to teach classes instead of concentrating on curriculum development work and administration.

Mr Ian Nickless, county secretary of the National Association of Headteachers, said heads belonging to various different teachers' organizations were worried about the effect of the cuts.

Oxfordshire primaries had one of the worst pupil/teacher ratios in the country and many heads were having to provide cover for teachers.

"This has had a serious effect upon the life of schools," he said. "In addition, when a school's roll drops beyond a certain number - 180 or 190 - the headteacher then becomes responsible for a class."

Mr Nickless added: "I am in a group of school and with the way my roll has been falling I shall become responsible for a class fairly soon. I don't think there are any group seven primary schools left in Oxfordshire."

Mr Nickless said the authority had improved primary staffing levels by appointing each pupil as 1.1 pupil for the first two years of schooling from this September.

Oxfordshire was also hoping to introduce this weighting factor for the third year of schooling next September, and to be able to employ more teachers under Section 11 of the 1967 Local Government Act, which funds extra staff in areas with a high proportion of ethnic minority pupils.

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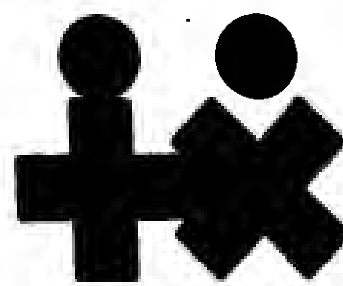
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## The new symbol of hope for countless millions

by Diane Spencer



The National Numeracy Week symbol

does not carry the same stigma as being bad at words, Mr Terry Riley, head of a centre in Nottingham, explained. "Yet people who are grossly innumerate are at a great disadvantage; they can get badly ripped off."

Ms Anne Stobart, development officer for basic education at a centre in Liverpool 8, agreed, but pointed

out that the lack of stigma meant that students were less likely to want confidentiality and were prepared to be taught in small groups.

Numeracy classes are usually free, some paid for by local authorities, some by the Manpower Services Commission. They usually concentrate on practical skills: reading gas meters, checking bills and pay packets, budgeting for holidays, or learning how to use a calculator.

Some students are motivated sufficiently to take the City and Guilds numeracy exam and then O level maths. In Nottingham, the most notable success story was a 19-year-old who took literacy and numeracy classes, got an upper second in economics and is now doing an MSc at Essex University.

But usually the most a student can hope for is a place on a government training scheme, or a full-time job. "That's quite an achievement these days," added Mr Riley.

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## Plugging the energy gap

Energy education is ripe for inclusion in the school curriculum, according to the National Consumer Council's magazine, the *Clepham Omnibus*.

Mr Colin Forbes, an educational publisher, writing in the magazine, argues that there are three areas of consumer education which need more attention in schools: (1) energy (2) finance and (3) information and technology.

He says that energy education should provide information on energy sources and fuels, alternatives to conventional heating sources, the role of the nationalized industries and energy conservation.

On financial education, he says: "The unemployed should be wiser than ever before in spending their benefit to the greatest advantage. Yet today the subject of financial education appears on no syllabus and most of the information available comes from sources such as banks, building societies, the Stock Exchange or insurance companies, none of whom are exactly unbiased."

He says that, until now, consumer education has only occurred "patchily and inconsistently".

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3 WEEKS TO GO!

## Fees kept down

The Inner London Education Authority is holding down adult fees for non-residents attending classes this September in an attempt to attract more students.

People outside the LEA pay £30 a year, only £10 more than residents. For a two-hour class, 200,000 students and enrol for more than 17,000 nearly 800 subjects.

## Raise tax ceiling, says AMMA

Teachers' union has joined the row over over-paid teachers being taxed on their travelling expenses for school.

At present teachers earning more than £8,500 a year are being taxed on claims for travelling to school for voluntary duties or travelling to school sports events. Those earning less are exempt from tax.

Under a 1981 High Court ruling obtained by the National Union of Teachers on behalf of a Birmingham teacher, Miss Anne Williamson, teachers were exempted from paying expenses in such circumstances.

But a booklet produced by the Education Masters and Mistresses' Association says the ruling only exempts those whose total annual earnings are less than £8,500.

The Inland Revenue do not claim that the present position is either fair or particularly logical, says the booklet, titled *The Teacher and the Taxman*.

The principal anomaly at present may be the low level of income at which the teacher qualifies to be considered a higher-paid employee. In view of it is time that this level of income was raised.

According to the booklet, teachers claim for the cost of renewing academic dress and for games kit or laboratory or workshop overalls.

The *Teacher and the Taxman* is available free to AMMA members from the union's headquarters at 29 Gorsebrook Square, W.C1.



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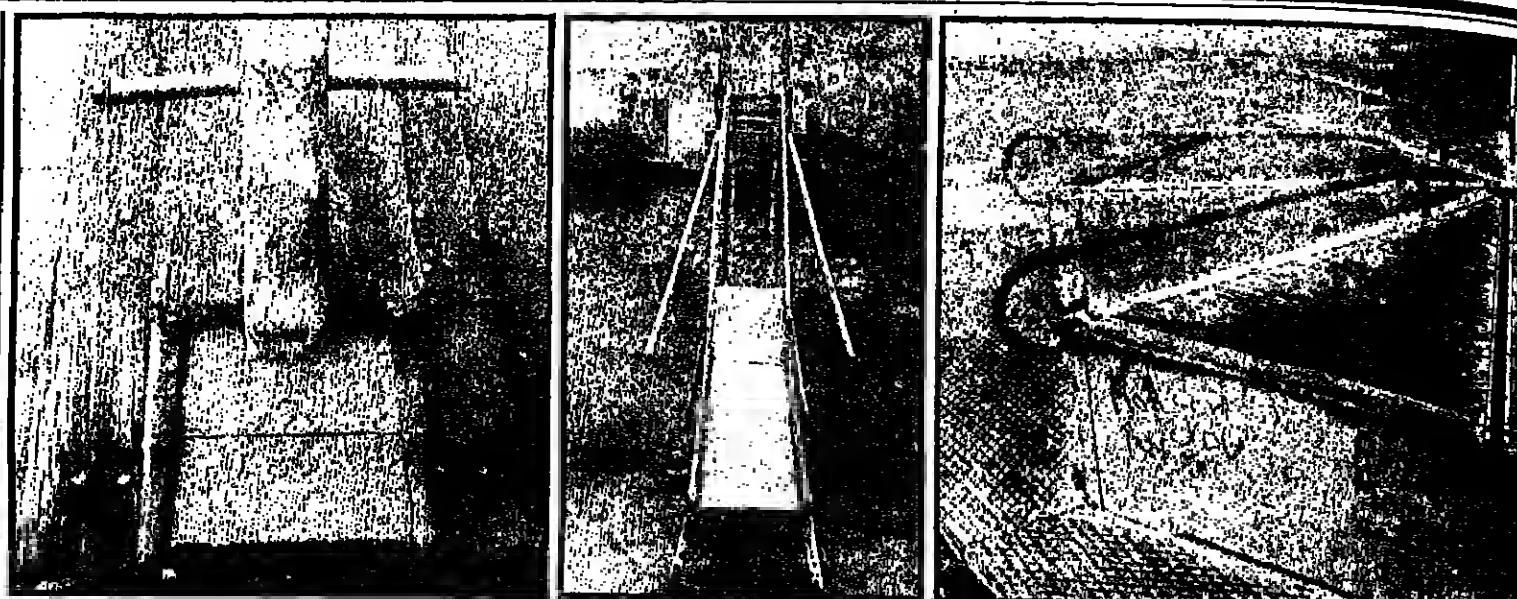
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UNDERSTANDING ELECTRICITY



# SPORT



## £1m cover advised for play injury

by Bert Lodge

Local authorities and voluntary bodies were told this week they should have an insurance cover of £1m for playground accidents.

While this is a large indemnity for what may be only small governing groups, the National Playing Fields Association pointed out that the scope of the operator's activities is not the subject of a very large claim. Owing to inflation and increased public awareness of the need for adequate damages, owners are continuing to rise, it said.

The sum suggested may seem daunting, the NPFA acknowledges in a handbook for playground operators, but the responsibilities for the small local council with a playground of only

two or three items of equipment are the same as for a large city council managing many play areas.

"Whether there is one or fifty play areas, the requirements of the law, insurance, maintenance and repair are the same."

More than a fifth of all accidents needing hospital treatment happen to children injured at play, the Royal Society for the Prevention of Accidents has reported in the current issue of its journal, *Care in the home*. "This means an estimated 267,000 children are hurt every year while simply enjoying themselves at play."

The NPFA lists six essential tasks which should be put into immediate effect by anyone responsible for operating children's playgrounds:

- Ensuring adequate budgets for maintenance of the grounds and repair and replacement of the equipment.
- Insuring companies will usually require evidence of regular inspection procedures, the handbook emphasises. Moreover, they will examine the item of equipment to check the validity and effectiveness of these procedures when any claim is made.

- Establishment of a system of monthly and annual inspections linked to a maintenance schedule with detailed and accurate records.
- Establishment of a system of daily or weekly inspections with a prompt response to hazards.

- Establishment of a system for reporting accidents or hazards and maintaining detailed and accurate records of these, including action taken to prevent recurrence.
- Annual renewal of adequate public liability insurance cover.

Playground management for local councils. NPFA, 25 Ovington Square, London, SW3. £3.95.

## Let young boys train with the clubs - Robson

Bobby Robson, manager of the England football team, has again called for promising boys still in junior school to be able to train with professional clubs.

He said: "If you had a little boy or girl who showed signs of being a class player of the piano or violin, would you wait until they were 13 or 14 before arranging coaching for them?" Mr Robson was speaking at a reception last week to launch a new three-year sponsorship of under-19 football by Barclays Bank.

The England manager is known to be impatient with current regulations which prevent boys under 14 entering into any link with a professional club. Even at 14, boys are limited to merely being registered with the club under the associate schoolboy scheme. They may attend for coaching but playing for their school must take priority.

A Football Association memorandum points out that one of the important aspects of games to school is the opportunity they afford for developing a sense of loyalty and honour. "An outside club or organization should consult the head teacher before selecting any schoolboys to play for a team and should accept the head teacher's decision on these matters," it says.

Mr Bert Millichip, FA chairman, pointed out that in some European countries priorities were reversed. It was the clubs which had first call on talented schoolboys.

Responsibility for the present restricted access of professional clubs to schoolboys lies largely with the English Schools Football Association.

The officers, all working teachers, have always seen their role as primarily pastoral and have sought to protect boys and their parents from the blunders and commercialism of soccer talent scouts.

At the same time Bobby Robson, among others, argues that the teachers

# NEWS

Biddy Passmore reports on the problems of getting to university . . . and of finding work after graduation

## Conditional offer system 'unfair to HE candidates'

Universities should interview candidates more thoroughly and make fewer conditional offers, one of the country's leading experts on careers said this week.

Mr Brian Heap, head of careers guidance at Hutton Grammar School, Epsom, said the way universities treated candidates was "really rather naughty". He praised the so-called "matriculation offers" made by some colleges at Oxford and Cambridge, where tutors were so sure a candidate had what they wanted on the basis of an interview that they were prepared to offer a place conditional only on two Bs at A level.

Other universities, by contrast, made many offers per place and ended up choosing between candidates simply on the basis of precise A level grades, even for vocational courses where personal qualities were just as important.

Universities should take a closer look at candidates and then be prepared to back their judgment with fewer offers, Mr Heap said. They should even make fewer offers than there were places, "because they know damned well they're going to get a lot of applicants with high grades at the last moment".

Mr Heap, who was launching his annual guide for applicants to universities, polytechnics and colleges, stressed that good guidance for sixth-

formers was all the more important when cuts were making places harder to get.

Yet many heads still failed to make proper careers provision for A level candidates, in the belief that they were too bright to need guidance, he said. Many were still living in the past, with highly academic values, a dislike of commerce and very little understanding of the link between degrees and future careers.

"Many heads still think being good with your hands equals being thick in the head", he said. As a result, they tended to put in less bright candidates for engineering courses.

The universities which currently expect the highest grades are: Bristol, Manchester, Birmingham, Edinburgh, Durham, Warwick, St Andrews, Nottingham, Southampton, Bath, and University College, London.

This year, offers made to applicants rose by one A level grade in more than a quarter of university courses and nearly one fifth of polytechnic courses, Mr Heap said.

**Degree Course Offers 1983/84** by Brian Heap, is available from Careers Consultants Ltd, 12-14 Hill Rise, Richmond Hill, Richmond, Surrey TW10 6UA, price £5.50 plus 98p. Professional and Vocational Degree Course Offers, £5.50 plus 98p.

## Degree helps but is no job guarantee

Last year's graduates were more than twice as likely to be unemployed six months after graduation as they would have been in 1979, according to the latest figures from the University Grants Committee. But they still fared better than any other group of new entrants to the labour market.

Statistics for 1982 show that nearly 8,000 out of the 66,000 new home graduates whose destination was known were still without a job at Christmas. This was 13.5 per cent of the total, up from 11.3 per cent in 1981.

But, although the rate rose by more than 2 percentage points last year, it might well have risen faster, as the output of home graduates rose by 4 per cent.

Men graduates have fared worse than women as jobs have become scarcer - a phenomenon usually explained by women's greater willingness to lower their sights.

Unemployment rates continued to vary greatly from one subject to another. Not surprisingly, only 1 per cent of medicine and dentistry first degree graduates had failed to find work, while 18 per cent of graduates to arts other than languages had been unsuccessful.

**University Statistics 1981-82**, volume two, *First Destinations of University Graduates*, published on behalf of the UGC, available price £9.50 from the Universities Statistical Record, PO Box 30, Cheltenham, Glos GL50 1JW.

## Brunel leads new graduate league table

Subject specialism and gender make a difference to how graduates fare in the employment market but so does the university they went to.

Last year, one in four new graduates from Lancaster, Coleraine and St David's, Lampeter, had failed to find a job by Christmas, compared with fewer than one in 13 from Brunel, Cambridge and Oxford.

To a large extent, universities' employment record is linked to their subject balance. Those which place most emphasis on science and technology, like Brunel and Heriot-Watt, tend to lead the jobs league, especially if many of their students are on sandwich courses, while those with a preponderance of arts courses, like East Anglia and Sussex, usually do less well.

But that does not appear to be the whole story, as the table shows. The arts-based universities of Durham and Exeter, for instance, did better than most of the technological universities.

On the whole, the eight Scottish universities came very well out of the employment league. Only one - Stirling - appears in the bottom half and the rest all do at least as well as the UK average of 13.5 per cent, with three in the top ten.

The six Welsh university colleges do much less well, with only one - Swansea - above the national average. And of the two Northern Irish universities, one - Queen's Belfast - did slightly better than average and the other - Coleraine - came bottom.

% of home first degree graduates of known destination still seeking employment at December 31

University	1982
1 Brunel	5.8
2 Cambridge	6.3
3 Oxford	7.4
4 Heriot-Watt	8.1
5 City	8.2
6 Durham	8.2
7 Dundee	8.2
8 Aston	8.4
9 Aberdeen	8.9
10 Birmingham	8.9
11 Exeter	9.8
12 Strathclyde	11.0
13 Newcastle	11.2
14 Southampton	11.3
15 Bath	11.3
16 Reading	12.0
17 Swansea	12.0
18 St Andrews	12.1
19 Edinburgh	12.2
20 UMIST	12.2
21 Kent	12.3
22 Queen's University Belfast	12.6
23 Bradford	12.8
24 Manchester	12.8
25 Warwick	12.9
26 Bristol	13.4
27 Leicester	13.5
28 Glasgow	13.5
29 Surrey	13.6
30 Loughborough	13.9
31 London	14.5
32 York	14.7
33 Keele	14.9
34 Liverpool	15.1
35 University of Wales IST	15.6
36 Salford	15.7
37 Essex	16.6
38 Sheffield	16.8
39 East Anglia	16.9
40 Sussex	17.3
41 Cardiff University College	17.3
42 Bangor University College	17.4
43 Aberystwyth	17.5
44 Nottingham	17.8
45 Hull	18.6
46 Leeds	21.3
47 Stirling	22.1
48 St David's, Lampeter	24.8
49 Lancaster	24.9
50 University of Ulster, Coleraine	27.4

Source: "First Destinations of University Graduates" 1981-82.

## UCCA tells applicants 'be prepared to travel'

Candidates now applying for a university place through the clearing scheme should be prepared to consider studying in any region of the UK, the Universities Central Council on Admissions (UCCA) said this week.

It warned: "Many candidates virtually disqualify themselves by excluding those areas of the UK where there may be vacancies in their particular subject."

As expected, the number of places will be down on last year's figures, when 6,000 candidates managed to get a through clearing. Universities are expected to confirm about 1,000 more conditional offers, on the basis of A level results, than last year.

There are still places for candidates with good grades in some arts subjects, in languages, where the candidate should have a C or preferably a B in the appropriate subject, and in sciences, Russian, religious studies and music. There are few vacancies in English and history.

social studies, (including accountancy and business studies), there are few places and only applicants with good grades can be considered. Medicine and dentistry, only a few applicants with very high grades are likely to find places. But there is a shortage of well-qualified applicants for pharmacology.

Places are also available in pure sciences, where candidates with "mid-range to good grades" in the main science subjects should be successful. Technology, competition is particularly keen in aeronautical, electrical and mechanical engineering but there is a shortage of suitable candidates for metallurgy.

About 17,000 candidates have applied through UCCA for entry to first degree courses this autumn, according to final figures. The total is about 3,000 less than last year.

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The game is open to schools and sixth form colleges in England and Wales, Northern Ireland and the Channel Islands. Over one thousand schools now enter annually.

Prizes are donated by Williams & Glyn's Bank as follows:

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4th to 20th placed teams receive £50 for their schools and certificates for the team members.

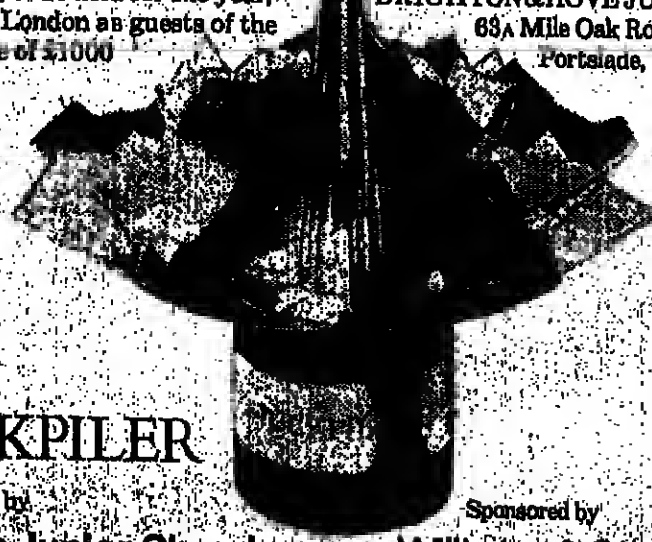
Entry forms, which must be returned by 1st October 1983 are available from the organisers:

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## SCHOOL TO WORK

## Shutdown on training offers confirms fear

Employers and others who still want to join in the Youth Training Scheme are being told by the Manpower Services Commission that it already has all the places it needs. It says it has "identified" 462,000 places - which is 2,000 more than the first year target.

But the shutdown on applications appears to confirm the long-held fear in the education service that the MSC is going to fund fewer places in colleges - than was originally announced. Only 37,100 of the places are Mode B2, the college-based courses funded directly by the commission, which represents two-thirds of the target. The other kind of provision outside industry, the Mode B1 places in training workshops, community projects, and information technology centres, which will be run mainly by voluntary agencies or public bodies, is a lot closer to target - 94,300 out of a planned 100,400.

There is no question that the MSC has been unable to find enough B1 places to meet the target if it had

wanted them. In many parts of the country colleges have been falling over themselves to produce suitable courses and have protested at the refusal of the MSC's local offices to accept them. Some education authorities have already warned that, because they were earlier encouraged by the MSC to believe they would be expected to cope with much larger numbers of trainees, they are now loaded with considerable surpluses of staff and facilities.

The MSC had an all-out campaign to get employers to join the scheme. This involved a series of concessions to reduce employers' obligations, including the amount they were expected to have to pay trainees, as well as a multi-million pound advertising campaign.

The effort appears to have been an overwhelming success. The number of places identified for Mode A, in which employers (or anyone else who cares to operate on the same basis) gets a Government block grant and takes

full responsibility for training and paying the trainees is 331,000, which is 10 per cent more than the target.

That 10 per cent is, in fact, largely accounted for by a form of Mode A sponsorship - not seriously envisaged either by the original YTS task group when it agreed targets, or by the commission's officials themselves - the private training organizations who

Edited by  
Mark Jackson

are contracting to provide tens of thousands of the places in the hope of making profits out of them.

In some parts of the country, the MSC has simply cut back on its planned quota of college-based courses - particularly those offering office training - and negotiated an equivalent number of places with the private agencies, which will cost the commission a lot less.

## Centres launch courses on needs of the YTS

Special centres all over the country have started a programme to train up to 250,000 adults for the needs of the Youth Training Scheme. The centres will run briefing courses for teachers and educational administrators, as well as train instructors and supervisors employed in the scheme.

Most of the 55 centres are being run for the Manpower Services Commission by further education colleges, polytechnics, or local authority education departments, although in a few cases the contract has been given to big industrial companies or private training agencies.

The MSC has run into trouble in North Yorkshire where, unable to get the rival local authorities to agree on who should run the area centre, it brought in an outside body, the Industrial Society.

The Leeds branches of NATFHE, the college lecturers' union, promptly decided to boycott the centre, and were backed by the union's national council. Now, following assurances from the society that it intends to use FE establishments and staff for the courses wherever possible, the unions'

local leaders are about to resume the lifting of the ban.

College staff will be the main rather than the instructors, and the courses - centres are expected to carry out their part of the YTS. Other special training already been run in some careers service staff.

But the centres are being run by the MSC to try to get students on each course with a "multi-discipline and agency entry". The aim is to exchange of ideas between the industrial trainers, youth and administrators.

The full courses are likely to be modular, with the earlier intended to provide a general understanding of the scheme and advanced sessions devoted to specific skills. City and Guilds are preparing to offer a certificate who complete the training.

More than 80,000 people are expected to complete two-week courses at the centres during the next months.



PUBLIC HANGING: David Hockney's 1978 drawing of Oxford University Vice-Chancellor Mr Geoffrey Warnock is one of 17 portraits of leading university figures on show at the city's Ashmolean Museum. The exhibition, Oxford University and College Portraits, continues in the McAuliffe Gallery until October 23.

## Caning policy 'unworkable'

by Biddy Passmore

The Liberal Party has condemned the Government's plan to allow parents to "opt out" of corporal punishment as an "unworkable and cynical device aimed at shifting the burden of responsibility onto the parents."

It has called on Sir Keith Joseph to withdraw his consultation document, published in July, and replace it by legislation outlawing corporal punishment.

In a letter to the Education Secretary, Mr David Terry, chairman of the party's education panel, argues that physical punishment is often degrading and psychologically damaging. "It teaches our children that relationships can legitimately be based upon the threat of violence and that this is an acceptable way of trying to achieve particular ends," he says.

The letter also claims that corporal punishment is not an effective form of discipline, as the Government has claimed. "Britain is now the only country in Europe that tolerates it."

Mr Terry said this week that the education panel would also be urging all Liberals in national and local politics to campaign for the abolition of corporal punishment.

Both the Liberals and the SDP have passed policy resolutions pledging themselves to end corporal punishment but the subject did not find its way into the Alliance manifesto.

## Give schools right to appeal, says NAS/UWT

by Richard Garner

Schools, as well as parents, should be able to appeal against a decision by a local education authority to send a child with "special learning difficulties" into mainstream education, says a report out this week.

The report, published by the National Association of Schoolmasters' Union of Women Teachers, says school appeals should go to the Education Secretary through their governing bodies.

The NAS/UWT says it is "disturbed" that there is no mention in the 1981 Education Act about where a child should be placed while an appeal is being made by parents. It believes the child should not attend an ordinary school while an appeal is being considered.

The union also describes the Government's failure to provide adequate resources to match the new regulations as "indefensible".

## NEWS

Spending reallocation in Ulster after survey reveals unfair budgets

## Belfast faces larger cash cuts

by Philip Venning

Belfast's schools and colleges face even greater spending cuts in the next four years following a Department of Education exercise which revealed that the city has been getting more than its fair share of the province's education budget.

As a result the other four education and library boards should benefit from the proposed reallocation of funds.

But the share-out has still to be agreed in detail, and the Belfast board is holding urgent talks with the department to see if more allowance can be made for its special problems. If not, Belfast may have to slice at least £4.9m from its spending in the next four years.

The need to reallocate follows the great decline in the child population of Belfast - from about 80,000 to 53,000 in 10 years. Numbers have decreased because of a falling birthrate and because of a big exodus from the city.

For largely political reasons, few schools have been closed. There is

also a tradition of generous funding to help counteract the area's well-publicized difficulties.

"We have had people in government who thought you could solve the problems by throwing money at them," said Mr Gerry Mogg, chief officer of the Belfast board. "It has actually made matters worse, leaving us with a big provision we cannot afford to run." If the board had been a business it would have been bankrupt eight years ago.

Earlier this year the Department of Education decided to improve the way it traditionally divided the budget between the boards, and undertook an exercise entitled the "assessment of relative need". It was designed to try to work out a more objective way of identifying each board's needs.

Out of a total education budget approaching £600m, the boards receive about £200m (teachers' salaries are paid centrally). To calculate what each board should receive, the depart-

ment looked closely at all factors which were not determined by pupil or student demand, such as meals, transport and mandatory grants.

This showed that Belfast, which has been getting 26 per cent of the budget, should properly have been getting 21 per cent. The department then proposed that this money should be cut in equal instalments in the next four years.

This will mean a cut of £1.225m next year from a budget of £40m, to which must be added further reductions arising from the fact that next year's allowance will not rise in line with inflation.

"It's a substantial amount to cut from a system that has been cut for years," Mr Mogg said. Last year there were many redundancies among the 7,000 non-teaching staff that are the board's responsibility and whose salaries make up a big part of the board's spending.

At a meeting two weeks ago, the

Belfast board discussed ways of meeting the cuts, including the politically sensitive issue of closing five secondary and eight or nine primaries. But in the end they agreed by a large majority to press the Department of Education to reconsider its allocation.

For their part, department officials conceded that some factors may have been left out in their calculations. They are now discussing these in detail with the board.

In Belfast there are special difficulties over the cost of premises and certain activities carried out for the region as a whole. This is particularly true of further and adult education. They are still waiting for replies from the other four boards, but hope for final agreement within the next two months.

Though the teachers' unions agree that Belfast cannot afford to lose the extra money, they recognize that the other boards will benefit and are consequently reluctant to protest.

## Careers Diary



by  
Brian Heap

Prospective applicants for university places next year will shortly be pondering over courses. Too often they expect that degree course teaching will merely be an extension of A level classes.

Many fail to realize that they are going to university to "read" their subjects. This means they will often be teaching themselves and that they will rarely be told how they are progressing. For example, one girl studying psychology at Hull eventually passed her first-year exams with ease. But, with little idea how she was progressing, she spent much of the year worrying about her work.

The actual quality of teaching is also

which is why it is well worth while visiting the department concerned. Then you can talk to students about the work load and the teaching - rarely mentioned in any prospectus.

Even though UCCA forms can be submitted from early September, and while the early ones can sometimes score over late entries, no school should put their students under unnecessary pressure, particularly those who are having difficulty making decisions.

A late application is preferable to the prospect of dropping out of the wrong course a year later - and 13 per cent of applicants each year do just that.

For applicants still to decide, the

following university open days are being arranged this term at: Bradford, (for all subjects), September 20-21 (for fifth and sixth-formers); Aberystwyth, September 27 (all subjects); Aston, October 12 (all subjects); Surrey, September 28; October 12; November 16, (hotel and catering); and Liverpool, (Italian) - at the end of October.

For all sixth-formers, a number of lectures are also being given at the Essex University Science Centre. They are: "Girls and Physics" (September 20 4.30pm) "Do Scientists Count?" (September 21 1.30pm); "Test Tube Babies" (October 11 4.30pm), followed by two laboratory open days in physics and electronics in

November. (Full details of the programme from the School Liaison or at the university).

Details of the Christmas programme for schools in the London Education Authority available from the ILCA Service, 9 Carmelite Street, London EC4Y 0JE.

Finally, for teachers wishing a series of tapes on higher education, *This University and College* has a series of four radio programmes (BBC Radio 4) to be broadcast each Saturday in September, published in July, and replace it by legislation outlawing corporal punishment.

# BBC SCHOOL TELEVISION SWITCHES TO BBC2

From Monday, 19th September all BBC School Television transfers to BBC 2, to become part of "DAYTIME ON 2" Monday to Friday 9a.m. - 3p.m. New this Autumn

■ ZIG ZAG A new miscellany series for 8-9 year-olds replacing *Merry-go-Round*. Term begins with exciting new unkon Normans, Monday 11.00. Rpt Wednesday 2.40.

■ MUSIC TIME Twenty new programmes in this popular series for 7-9 year-olds. Musical activities, a chance to compose, music to listen to and enjoy. Monday 10.15 Rpt Thursday 2.15.

■ MATHS COUNTS Survival mathematics for 14-16. Ten programmes in form of situation comedy. Fortnightly, Tuesday 9.48 Rpt alternate weeks 10.15.

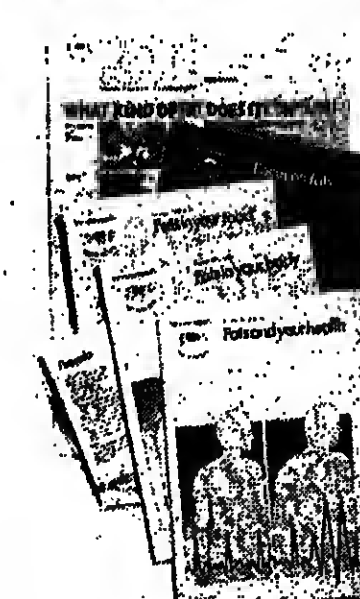
■ ENGLISH FILE Upper secondary English output incorporated into one series. Term begins with two-part production of Shaw's *Androcles and the Lion* Friday 2.30.

Full daily details in Radio Times. FOR FURTHER INFORMATION on all BBC school television, and radio series please see the ANNUAL PROGRAMME documents in your school.

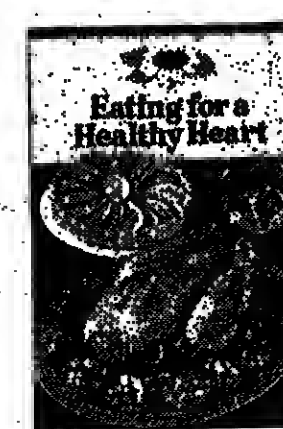


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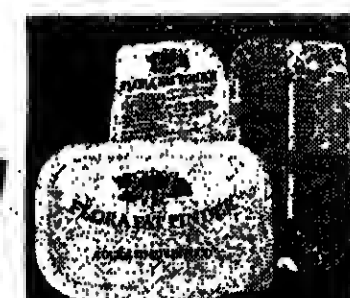
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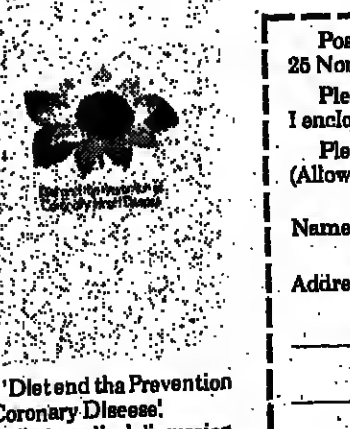
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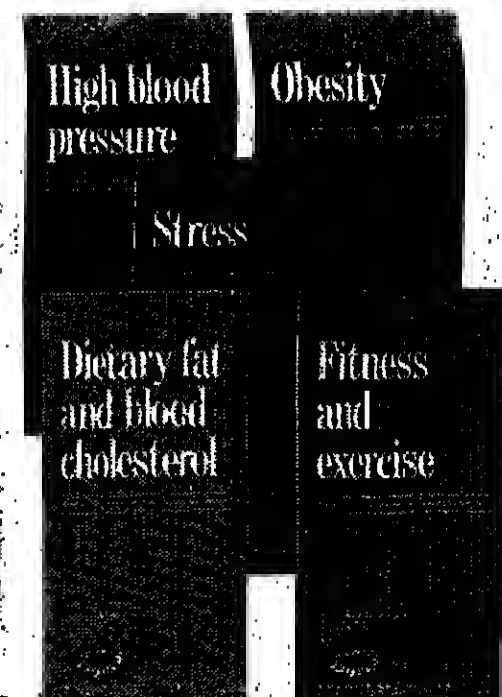
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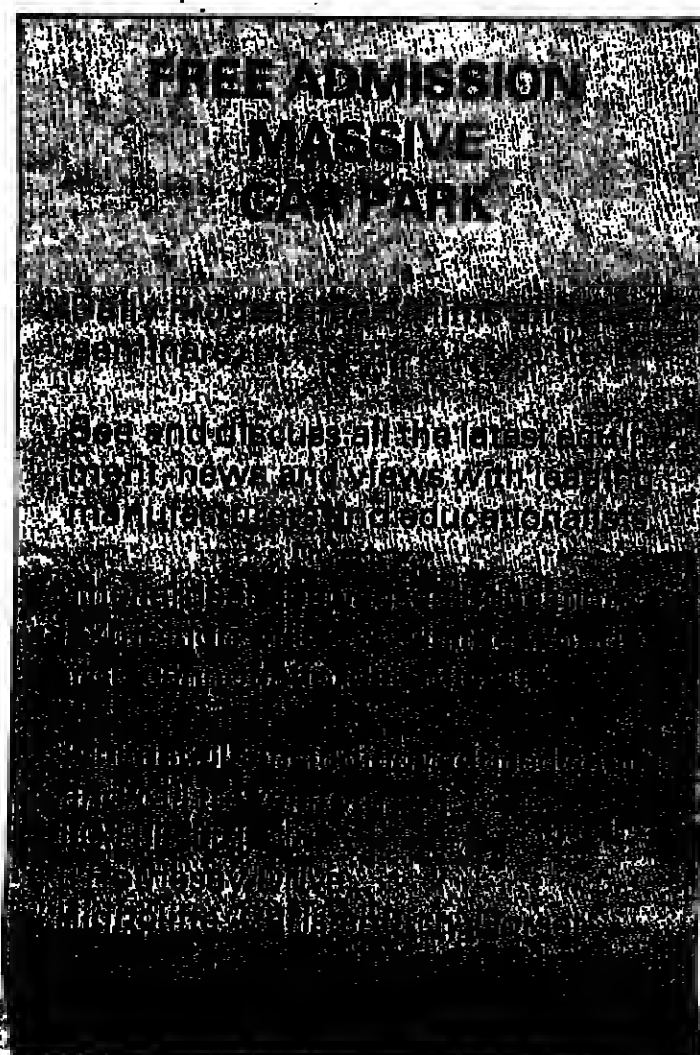
## NEWS

## Design and Technology



## Education and Training

Wembley  
Conference Centre  
London  
13-15 October 1983  
9.30-5.30 (Set 5.00)



## THE TIMES SUPPLEMENTS' REPRINT SERVICE SCHOOL VISITS

In February this year The Times Educational Supplement published a special 16-page feature on School Visits. It gives details on day trips to various museums, the Stock Exchange and historical buildings all round the UK as well as covering Venture Weeks, a 'Do-it-yourself Europe' survival course together with tips on how to make your school visits enjoyable occasions for both pupils and teachers.

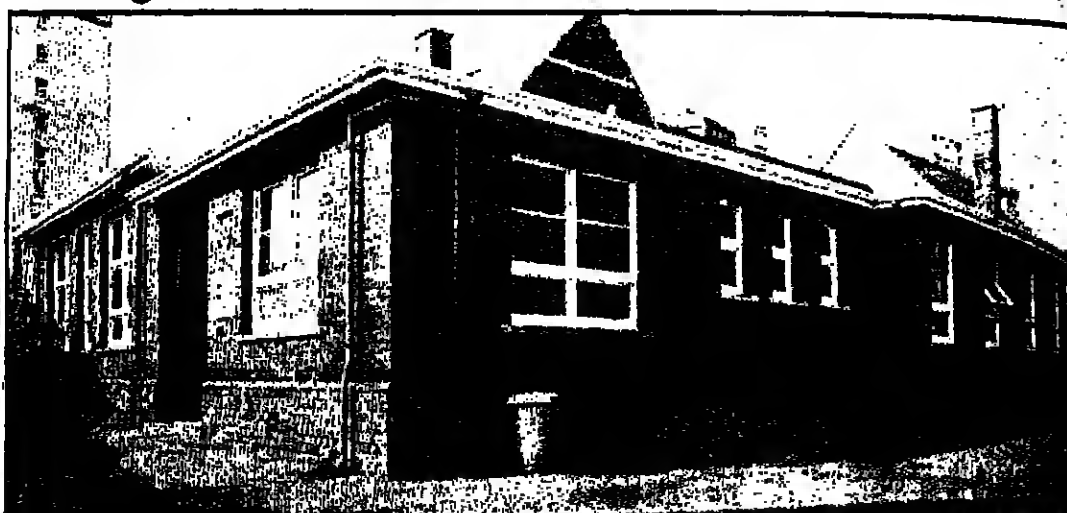
This is now available in reprint form, price £1.00 and can be obtained by sending a cheque/postal order made payable to Times Newspapers Limited (no cash please) to Frances Goddard, The Times Supplements, Priory House, St John's Lane, London EC1M 4BX.

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## When school days are over



## CROWN COURT ONLY

Queenstown Infant School in Swindon, Wiltshire, does not welcome back its old pupils. Indeed it would be ashamed to see them cross the threshold.

The single storey red-brick building was opened in 1880 by the Swindon School Board as its first school. A century later the school had become a museum.

The conversion of Queenstown Infant School into a magistrates' court was done at a fraction of the estimated cost of a purpose-built courthouse. It also preserved an attractive old building in Swindon town centre and found a useful purpose for a school which was considered to be "surplus to requirements" by the county council.

Since 1979, 625 primary schools around the country have been closed as a result of falling pupil numbers. The number of secondary buildings no longer in full use is much smaller but can be expected to grow in the next decade. Altogether 1.3 million surplus places should have been taken out of use by 1986, according to the Department of Education.

Some schools will stand empty and neglected, falling into disrepair. But others have a brighter future; a small rural primary school can become a

Queenstown... a sign of the times



The ILEA studios at Battersea pretty country home - Mr Norman St John Stevens, MP, former Conservative education and arts minister, houses his library in one next in his Northamptonshire rectory.

If it is in the centre of a village, a school building is the natural site for a community centre. More and more alternative uses are being found for old schools, particularly as the value of property rises and the pres-

## The cost of conversion

In spite of the high prices that former schools, particularly in country areas, can command, converting them into acceptable houses can be difficult and expensive, Philip Yanning writes.

Like former stations, chapels, and other redundant buildings, schools are often in awkward positions and have structural features that are difficult to ignore.

Many of the primary schools now coming on to the market were built during the great expansion of primary education in the mid to late nineteenth century.

A common characteristic is windows that are too high to look out of - no distractions for the children. These can be difficult to remedy, particularly if the building is listed as being historically or architecturally important.

High windows are often accompanied by high ceilings, which can usually be lowered but may leave oddly proportioned rooms. Conversions will always entail substantial demolition or unwanted facilities such as rows of miniature lavatories, and the structure itself is often too ugly to press into use as garden sheds, garages or whatever.

The playground also creates a problem. Few homeowners want large areas of tarmac, which will have to be cleared before lawns or flowerbeds can be planted. Add to this the cost of adding basic facilities such as a bathroom and kitchen, rewiring and damp-proofing, and the price of the project can soar.

In addition, former schools rarely have either the internal period features or the rural location (most are in villages and on a road) that match up with the fantasy of a country cottage.

Perhaps the best examples are the eighteenth-century charity schools, which were founded in most small towns in England, and which are often architectural gems; designed to show off the beneficence of their founders.

Many of these have become private houses, though some have other uses, such as the former Welsh School in Clerkenwell, London, now the Marx Memorial Library.

These former schools frequently retain a charming identifying feature - larger than life size figures of eighteenth century children above the front door. The boy often holds a book in his hand, the girl a book and piece of sewing.

Broadcasting centre, courtroom, library and houses... Sarah Bayliss on new uses for old school buildings

The estimated cost of renovation mounted to over £1m and since it was Grade II listed building it could not be demolished. "The phenomenal bill for repairs made it unsaleable," said an ILEA spokesman.

Then last year, having failed to find a buyer, the ILEA agreed to lease the building on a peppercorn rent to Mr Paul Tutin, a London restaurateur with an interest in property. As part of the 99 year lease it was agreed that he would refurbish it within three years, after which he would have the option of buying the school for just £1.

The building is still being renovated but is already half occupied. The plan is to create 32 flats, 13,000 sq ft of workshops and 10,000 sq ft of artists' studios. A drama school has rented some of the roomier halls.

"It may sound ridiculous but I think it is too much for the place," says Mr Tutin who hopes the £1.6 million conversion will be complete within 12 months.

Two hundred miles away in the Wiltshire Valley of the Peak District, former primary school is all set to be converted into new homes for first-time buyers.

The school is in the heart of the Peak National Park where families and the price of property too prohibitive to stay.

The school has functioned as a dilapidated village hall in recent years under the ownership of the Mellor Hall Trust. However, a neighbouring school, the Butterton village primary, has now closed and would make a more suitable community centre.

In a complicated deal, Staffordshire County Council has agreed to sell the Mellor Hall Trust in exchange for the old stone building which it wants for housing.

"There is a lot of scope for a new community centre to develop," said Mr Martin Clark, the clerk to the parish council. It is hoped that a regular doctor's surgery will be held here in addition to play groups, youth and family meetings.

At Fradley village school, near Lichfield, which closed this term, families have been consoled by the coming from Staffordshire that their school will become a youth and community centre.

"We had a fantastic campaign," said Mr Dave Bagley, a local garage owner and parish councillor. "Undoubtedly we hadn't fought we would have lost the building altogether."

Mr Mike Hackett, an architect in the Department of Education, described how the gap in demand for school places can be filled by the increasing demands of other groups such as the young unemployed or the disabled.

A recent broadcast by the group to publicise alternative uses of school buildings described the conversion of a primary school, St Paul's, in Kent, to a day centre for mentally and physically handicapped people living in the community.

Other examples given by the group were a further education centre for the Youth Training Scheme in a converted school in the West Park Comprehensive, South Shields, a care station at the former Toybee secondary school in Hampshire; and a drama centre at the Cranham County primary school, also in Hampshire.

Some sites in the capital proved extremely valuable. The former Kingsley Boys' School in Chelsea and Altogether, the group has earned £17.75m from sales in the past five years.

It has the unique advantage of being a single-purpose property which can enjoy the full benefits of a sale; in other areas the property cannot be ploughed straight into education but is for the treasurer to administer.

Like other authorities, the ILEA owns buildings which become surplus to its needs as soon as the pupils and are moved out. The Royal Victoria School in South London, for example, is now a community centre.

Built in 1859 as an orphanage, the massive rambling edifice in the centre of the Victoria Park area was recently "black with grime."

During the two world wars it was used as a military district hospital, a "centre for aliens" but from 1945 became an annex to the Victoria School. Ten years ago the building declared surplus and was left to rot, already riddled with dry rot and vandals had stripped lead and off the roofs. The only legal use was for film crews looking for a

former school... now broadcasting centre

## People

### Administrative appointments:

Mr Bryon Read, chairman of R J Read (Holdings) and Mr Peter Smith, managing director of Peter Smith (Farms), have been appointed to the Agricultural Research Council. Mr John Cross has been reappointed. Mr Michael A R Oakley, assistant bursar at Eton College, becomes secretary to The Girls' Public Day School Trust in January.

Dr Peter Froggatt, Vice-Chancellor of The Queen's University of Belfast, has joined the board of the British Council.

Miss Doreen Jones, the 47-year-old vice principal of Halesowen Tertiary College in the West Midlands, is the new president of the 90,000-strong Assistant Masters and Mistresses Association.

Four new members have been appointed to the Natural Environment Research Council. They are: Professor Robert Clark, Professor Richard Cornack, Professor John Dewey and Mr Ferdinand Larmine.

### School appointments:

The following have taken up headships in Bolton: B J Hall, Egerton C P school; C A Bentley, Crompton Fold C P school; F A Brindle, Cherry Tree C P school; and Mrs V A Skinner, Smithills Dean C E primary school.

Leslie Roberts is the new head of Dukinfield High School, Dukinfield, Tameside. He was previously deputy head at Birkdale High School, Dewsbury, Yorks.

Mr Peter Williams is the new head of Belmont Middle School, Basidon, West Yorkshire. He was formerly head of a middle school in Northampton.

Miss Maureen Ponton is the new head of Alexander McLeod junior school, Abbey Wood, London. She moves from her post as deputy head of Hawksmoor primary school, Thamesmead.

Mrs Gillian Evans, a primary advisory teacher, becomes headteacher of South Rise Infants School, Green-

wich, under the ILEA. Mrs. Envelope Cox is to be headteacher of Connaught County Junior School in Littlehampton, West Sussex. She is at present headteacher of Wickbourne County Infants School, Littlehampton.

### College appointments:

Mr John Dodge, director of information at the Inner London Education Authority, is to become professor of journalism at the City of London University's new, independent centre for journalism.

The actress Janet Suzman is to take up the post of professor of drama at Westfield College, Hampstead. She succeeds John Allen who retired last term.

Professor John Webb, a child health expert, is to receive the title professor emeritus when he retires from Newcastle University this month.

Professor Duncan Doyson, is the new pro-vice-chancellor of the University of Leeds.



Maureen Ponton



Doreen Jones



Peter Williams

## Course guide for disabled

The National Bureau for Handicapped Students has published a series of information sheets to help disabled young people find suitable courses in colleges of further and higher education.

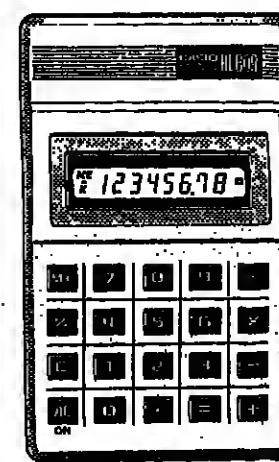
The papers cover financial support, special help for physically handicapped students needing personal care, support for deaf, partially hearing and visually handicapped students and a general leaflet for those applying for higher education.

Information sheets, from 50p to £1.50 (single copies free to handicapped students, a stamped A4 size envelope welcome), available from the Publications Officer, NBHS, 40 Brunswick Square, London, WC1N 1AZ.

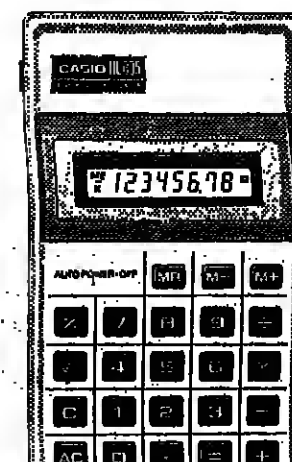
## Little change

The birth rate is showing little signs of change, according to the latest figures from the Office of Population Censuses and Surveys. In the first half of the year the birth rate was 313,000 - about 3,000 higher than at the same time last year.

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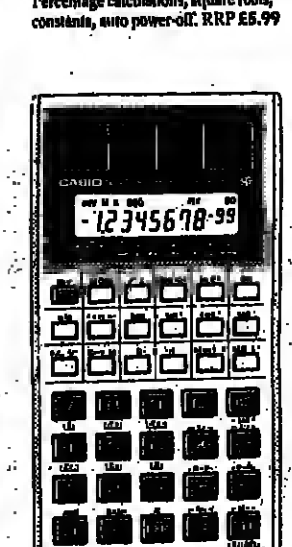
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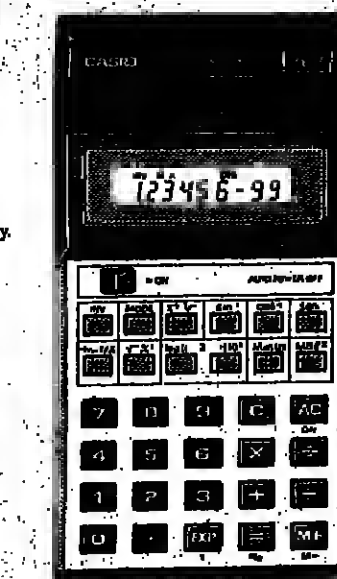
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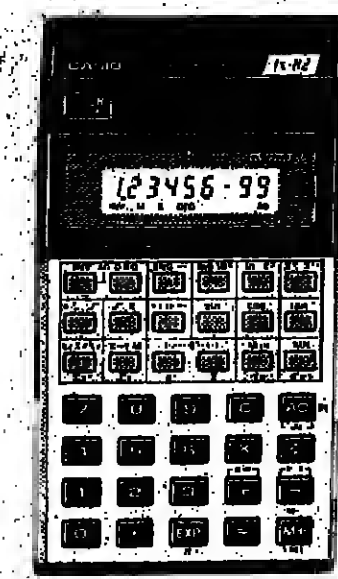
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## LETTERS

## HE doors closing on working class

Sir - My attention has been drawn to Dr John Gray's challenging letter (TES, August 5). Having been on holiday I had missed this. Dr Gray is certainly right in saying that (at least) "One of us must be confused".

The "recently published study by the National Children's Bureau" to which I was referring (TES, July 22) was not *Exon Results in Selective and Non-Selective Schools*, published two or three months ago; but *Children's Progress in Secondary Schools*, published in 1981. It was this earlier but still by a philosopher's standards very recent work which Lady Cox and Dr John Marks devastated in *Real Careers* (London: Centre for Policy Studies, 1981). And it was at an Exeter seminar that Professor Jack Wrigley repeatedly concurred with their contention that the NCB evidence did not sustain the very well publicized conclusions which the NCB researchers

wished to draw therefrom.

Since Dr Gray and I have manifestly been at cross purposes in this matter I do not think it would be fair to claim his challenge money for my favourite educational charity.

However, so that the discussion may be positively advanced, perhaps you will now permit me to quote some figures prepared by the DES for Dr Rhodes Boyson. They show a sharp decline in university entry from work-

ing class families, a decline proceeding in step with the destruction of the maintained selective schools. No doubt this decline is to be attributed in part to changes in the general occupational and class structure, as well as to the general erosion of income differentials.

But I now offer these figures as a salutary challenge to the protagonists of universal, compulsory comprehen-

sivization. Let them try to show that their policies have had nothing to do with this movement: from roughly 26 per cent in the 1920s, reaching a peak of 31 per cent in 1968, declining to 28 per cent in 1973, 23 per cent in 1978, 22 per cent in 1979, down to - a provisional figure - 19.4 per cent in 1981.

As a final twist in the tail we should remember that when, in the late 1960s, Mrs Shirley Williams first asked her officials to compile such figures, it emerged that our supposedly so socially static and class divided society had more working class participation in full-time higher education than any other country in Western Europe.

ANTONY FLEW  
26 Alexandra Road  
Reading

### Major-minor scale

Sir - A teacher applying for a job once admitted to having been educated at "one of the lesser of the minor public schools". Perhaps it will make Mr Palfrey (Letters, September 2) happier if I call Lermontov (who died aged 26, with much, surely, still to say) "one of the greater of the minor" or even "one of the lesser of the major" nineteenth-century Russian writers.

As for my "criteria of literary excellence", they are, I hope flexible enough to recognize many sorts of excellence. But the basis of all my judgments is that the work should move or excite me; Lermontov's novel *A Hero of Our Time* does so, even in translation. My definition of great literature is Pound's in his *ABC of Reading*: "language charged with meaning to the utmost possible degree".

Both the writers Mr Palfrey mentioned died in duels; I hope our (minor) disagreement will not come to that.  
NEIL PHILIP  
9 Stewart Street  
New Hinksey  
Oxford

Sir - Recently, a nursery school displayed a notice advising parents not to attempt to teach their child to read or write. Pamela McKeown, in her book, *Reading*, writes:

"Parents can do a very great deal to help their children want to learn to read, but that, unless they have studied the techniques of teaching reading - in the way that student teachers do, for three years, in a good college of education - they can do most good by being imaginative parents, and by leaving the teachers to do the job for which they are trained."

### Ready to read?

doubtful if the infant teacher has sufficient time to meet each child's individual needs.

Many children achieve reading readiness before the age of five and given correct learning experiences, can read before they start first school. The 1975 Bullock Report states: "There is no virtue in denying a child access to the early experience of reading, providing it carries meaning and satisfaction for him."

My four-year-old daughter's reading age of eight enables her to satisfy her own curiosity by reading papers

and using simple reference books. During 10 years of teaching children in the middle school my recurrent problem was large classes containing high proportions of children with reading difficulties. The problem is basically lack of teaching time and lack of motivation from the child, brought about by the widening of the gap between interest level and reading level and the growing awareness of their own handicap.

Do we have the right to deprive the young of the satisfaction of reading?

Parental encouragement and nursery education can and should aim to introduce reading to the child who is ready, leaving the infant teacher more time to recognize and help with serious problems caused, for example, by dyslexia, partial hearing and emotional difficulties. Fostering home-school links could be used positively to encourage and guide parents to help their own child.

DIANA PASKINS  
Heathdene  
Chertsey Bridge Road  
Chertsey  
Surrey

### Could do better

Sir - I have recently received assessment reports on my children's performance at school and these reflect much more "the state of the world than on any realistic appraisal of the pupil has or has not learned."

A typical report on one year's work in French is as follows: "John worked well and made good progress. He is alert and learns quickly. Although such reports contain instructionally relevant information they are precisely the type which teachers are expected to complete. Years I have been carrying out a series of micro-based report writing exercises to obtain a more effective means of assessing performance which was not only to be more appropriate to which would relieve teachers from annual drudgery. The following assessment is typical.

"Mary has learned most of the vocabulary which was offered in term but has come to terms with about half of the accompanying grammatical formats. The standard of English / French translation is only good indeed. The level of her fluency is average and her fluently written work is somewhat above average."

Thirty such reports can be completed from end of year tests in less than 10 minutes and a further advantage is that schools themselves can determine their own criteria and include what which they regard as educationally relevant. The micro is immediately able to analyse the reports of an entire class across the range of sub-skills and, in so doing, identify any weaknesses in the curriculum.

I am currently completing a dissertation on this subject and welcome any related correspondence.

EDWARD CARRON  
Observation and Assessment Co-ordinator  
The Vineyard  
Vineyard Road  
Wellington  
Telford

## LETTERS

## Multicultural vision needed

Sir - I have been actively involved in the discussions on the development of curriculum for geography, RE (for Hindu children) and Hindi as mother tongue and optional language with special reference to multi-ethnic education. So much literature has been published in recent years on "multi-racial, ethnic, cultural, religious and communal" - that instead of rationalizing the issue, it is lost in the juggling of words because it is produced mostly by the white elites with British qualifications, British upbringing and therefore British thinking.

It is just like a film on India, for example, *Gandhi*, produced by a British producer, which represents the interpretation and the motives of a British.

This "multi" slogan has become an industry for the white elites who have not been born as politically inferior, economically deprived, culturally exploited, and forced to be humiliated, assimilated, lost and made extinct. "Multi" has become an artist's picture having six shades on the face of

a white liberal who, in reality, is more dangerous than a Powellite. He cannot dream of having a life-situation of being a minority in the minority, because he enjoys being a monkey between the three cats, not two. In the end, in the words of Socrates, when a wise man shows the monkey his face in the mirror, it first smashes the mirror, so as not to see the intolerable reality, and then the wise man who dared to show it.

Reports and surveys on multicultural education produced by the white cannot bring constructive changes, because they have not lived in Brixton, Hackney, Toxteth and Southall - but in Cambridge and Oxford. Proper recognition and respect has to be given to the educational needs of the minority in relation to the majority. In place of tokenism. The days have gone when the white British ruler used to call "Kalidas" the "Shakespeare of India" as a respectable gesture instead of knowing that Indians feel it degrading and insulting.

So, in preparing a multi-ethnic curriculum, it is essential that particular ethnic groups should prepare it on behalf of their respective groups to get the legitimate involvement, sharing and integration with a view to building up the identity of persons in the catchment area for creating unity in diversity, harmonious integration and replacement of racial disadvantage. Language, scriptures, literature, rituals, festivals, art-craft, music, dance and recently films and videos form a communion with one's cultural identity and heritage.

In order to get some benefit from cultural pluralism, funds, resources or teaching staff are not a problem. The problem is right vision - how best to reorganize the use of the existing resources for the maximum benefit.

The pity is that the county hall, divisional offices and headteachers combine to make the superstructure of power.

K C KRISHNATREYA  
61 Churchbury Road  
Enfield  
Middlesex



Ghandi: British film based on British ideas

### 5-13 project

Sir - With reference to John Doyle's letter "Science change" (TES, August 5) I feel that although he is on the right lines, it is important to understand what was meant by "objectives" in terms of the 5-13 project, as the word does tend to leave a nasty taste in the mouth.

As I understand it, the Schools Council team structured its objectives so that they would take into account the pupils' stages of development and at the same time reduce the insecurity of working completely by discovery techniques. Although the objectives in the 5-13 project are clearly defined it is important to note that they emphasized the need for flexibility, so that the spontaneity on the part of

the learner is not lost. The project, in fact, is one of the best examples of learning theory based on objectives combined with the developmental psychology as expressed by Piaget and Bruner.

GODFREY S HALL  
Braeburn  
Heath Rise  
Bromley  
Kent

Letters for publication should be kept as brief as possible and typed on one side of the paper only. The Editor reserves the right to cut or amend them.

### Use of figures

Sir - The notice of the new statistical publication from the Society of Teachers Opposed to Physical Punishment, *Once Every 19 Seconds*, (TES, August 5) may inadvertently have given readers the impression that something is suspect about the figures.

The reason why we have included punishment book returns from some education authorities which have now abolished beating is that we wanted the largest possible sample for the purpose of making the best possible (cautious) estimate about practice in recent years in England and Wales as a whole. The booklet makes it clear that these authorities are included for the sake of completeness; they are naturally the last i.e.s upon which we

## STOPP

would wish to heap any opprobrium.

We thought it safe to assume that any recent year is roughly representative of recent years generally, because our experience in the case of those i.e.s for which we do have several consecutive years' figures is that significant rises or falls from one year to the next are extremely unusual.

PAUL TEMPERTON  
Research coordinator  
STOPP  
18 Victoria Park Square  
London E2

### Good exercise

Sir - Congratulations on your excellent aerobics feature (TES, August 19). The Imperial Society of Teachers of Dancing fully shares the concern of educators about the dangers of unqualified teaching.

I must contradict Mr Woodlam's statement that dance organizations seem reluctant to be involved with popular exercise programmes. This society has launched just such a programme, Body Focus, intended to be taught to adult amateurs by qualified professionals.

JEAN RUSH  
ISTD  
Euston Hall  
Birkenhead Street  
London WC1

# The Times puts your knowledge of computers to the test.

## THE TIMES CLASSROOM COMPUTER COMPETITION.

On September 15th we're launching a competition for schools and colleges. The competition, which runs for 12 weeks, is divided into two age groups - up to 15 and from 15 to 18 years.

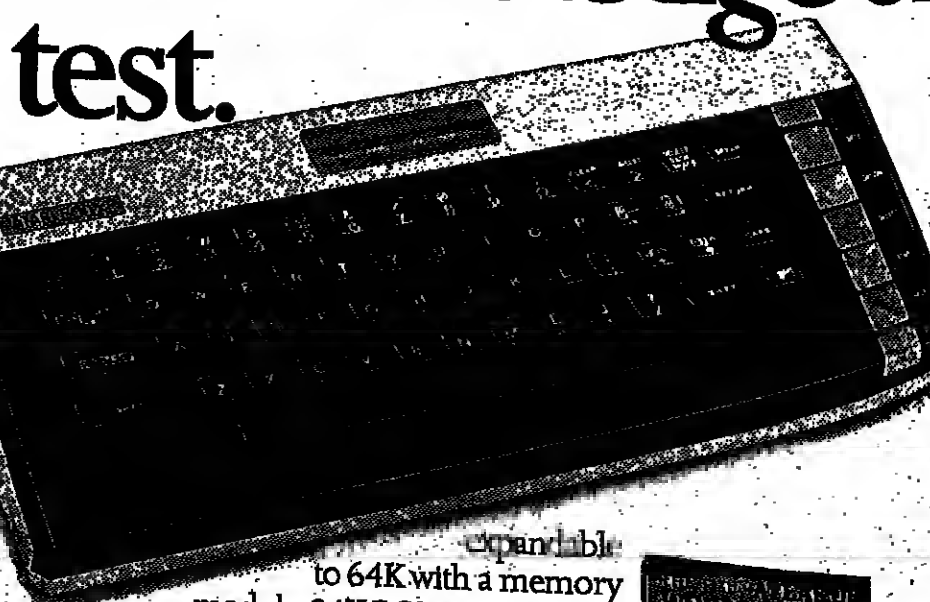
Each week there is a new contest, so missing one week will not spoil your chances, and access to a computer is not necessary.

Entry is on an individual pupil basis, but because the teacher will play an important part, the main prize of a computer will be awarded every week to the school or college nominated by the entrant.

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## TALKBACK

## Guiding marks

COLIN INSOLE

Every spring, the Oxford GCE examiners publish their observations on the previous summer's papers. These are based partly on criticisms and comments sent in by teachers and partly on candidates' answers to individual questions. For English Language, I find these observations valuable but inadequate. I would like to see detailed marking schemes published for each paper set and also more precise indication given as to how marks are allocated.

Most schools set past papers as examination practice and for "mocks". Therefore an accurate knowledge of how examiners mark is essential. English teachers know the right answers and recognize obviously wrong answers, but it would be useful to find out how particular errors and partly-correct answers are judged. I will list a few examples.

1 An essay like "Exploring" is set, requiring a factual, discursive



approach. Instead the candidate writes a story about intrepid Amazon explorers. The essay, although largely irrelevant to the title, is competent and interesting. Is it possible for such an essay to scrape a Grade C, or must only a very low mark be given?

2 A descriptive essay, "First Impressions of France", is set. The candidate's essay lists waking up, breakfast, last-minute preparations and the journey by air. Only in the last paragraph is

France actually glimpsed. Again, what is the maximum mark possible, or would the examiners award nothing?

3 An otherwise competent essay is littered with incomplete sentences. Sentences with no verbs. Like this one. The habit is found in most newspapers. It saves space. Do examiners consider this to be a gross error, a minor aberration or do they accept it?

4 Invariably, word limits are imposed for summary questions. How heavily is a candidate penalized for using say, 20 words more than is stated, or are these limits merely guides to length? I find the answers to word definitions especially difficult to mark. Usually there are three marks available for each word. Excellent answers and obviously wrong answers are straightforward. Sometimes, however, a wrong answer indicates that the candidate is close to the exact meaning, but has missed a vital clue. Sometimes an appropriate slang phrase is used. Sometimes two answers are given, as in a dictionary, but these happen to be contradictory! Estimating whether an examiner would award one mark, two marks or nothing is a guessing game. To provide a marking guide covering all answers to each word is very helpful, but a selection would be very helpful.

Similarly, a marking scheme for the complete English Language paper could never categorize every essay or every combination of errors. I am sure that a rough guide to the allocation of marks and a more detailed analysis of some of the common errors would be invaluable for teachers of English.

Colin Insole teaches English at Bitterne Park Comprehensive, Southampton.

## Thrown to the wolves

SARAH GOODWIN

As I collect the courage to face the year of teaching adolescents, I come to me to wonder why the prospect is daunting. Which magic protean skills have I failed to acquire? I rely yet again on frayed nerve-ends for my only support?

The arena I am about to enter, the twelfth time, is, of course, a new one. Parents of troublesome teenagers might consider how they feel to be stuck with these difficult teenagers throughout the length of a career. In addition, I hold each argument in front of an audience sympathetic to the child they were attempting to bring to reason.

Adolescents are bound to question the values and standards of those in authority. This process is made more difficult by the common status and, were, throwing a single representative of authority to them. It is as if they were sent to quieten a pack of wolf howling for blood. What skills are given to the sheep to help him only to survive but also to bring perspective to bear on the situation?

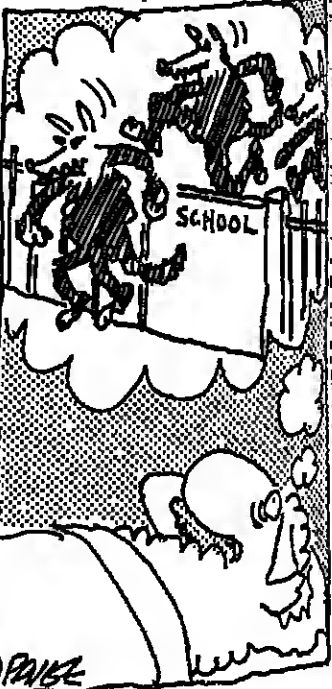
Many strategies have been developed. The sheep might dress as a lion and roar until the wolves subside to his ferocity. This works only if the wolves are not really sheep or until one that is bitten but not that his teeth are not really sharp.

Alternatively, the sheep might pretend that he, too, is a wolf and howl with the rest for the murder of a sheep. Or he may try to stand on his dignity, a sheep, and demand that he be respected for himself. He will be torn to pieces or ridiculed, and his pride will be hurt. The only strategy likely to work is one which allows the teacher to be something other than sheep, and this requires a particular relationship to exist between him and the values under attack.

We become sheep ourselves if we are too closely bound up with the values of our flock. If we have no separate identity we will feel diminished and our dignity, which has the effect of making us and the values ridiculous, or we offer the values up as a kind of hostage to be taken instead of ourselves. In both cases we end by alienating responsibility to the value we are trying to defend.

The way out of the sheepfold is to face up to the values we are trying to defend. We may find that some are more important to us than we had assumed and others less, and we may find that we have to face up anew to whom we think we are in relation to others. However, it is through this process that we can learn to feel and project the necessary confidence in our values to tame the wolves.

Sarah Goodwin is head of studies at Ravensbourne School for Girls, Bromley.



## Auf Wiedersehen

ARNOLD KELLET

The last word in this summer's German O level dictation (JMB) was *geweiht*, meaning "wept". And well it might have been. When that final *Punkt* (full stop) was uttered it marked the end of an era. For this was the very last time that there will be a dictation in O level German.

So I write to lament its passing. Dictation has long since departed from A level in modern languages, and though it still survives in French O level its demise cannot be far distant. The suppression of dictation I believe to be a retrograde step. It is another capitulation in the face of the advancing tide of semi-literacy.

The reason it is unpopular with most children is that they find it far too difficult. There is nothing like a dictation for sorting out those with weak vocabulary and worse grammar. I have always found that the more able children actually enjoy the challenge of a dictation. For years I have promised a box of chocolates to anyone who made no mistakes. One or two have almost managed it and got consolation prizes. . . But there is a

voice provided free of charge and needs no maintenance, though proper and regular use is good for it. The answer seems to be that, here and there, one finds some outstanding work being done but, sad to say, it is only here and there. The National (British) Youth Choir does, therefore, stand alone in its field.

A letter I sent recently to all county, and borough music advisers produced a near 50 per cent response, so these facts seem to concern the very people able to influence the way things might go. Britain has long been noted and admired for its tradition of singing in harmony, but now that there is only limited activity in gathering people from several schools to sing (and act) together, a valuable experience is being denied many young people.

There seems to be a case for putting the same effort into working for young singers as is being done for young instrumentalists. Then the old singing class could become a proper training ground, ensuring that everyone could read the score and what a lot of drudgery that takes out of the work; that everyone could breathe properly; and what a boon that is in spirit; that everyone could memorize systematically—and what a boon that is in exams (especially history). And, best of all, everyone could make music anywhere, and at any time, and often with the spontaneity that is a truly natural expression of feeling.

Brian Lambie is a former choirmaster and founder of the Bromley Boy Singers.

## Voices in harmony

BRIAN LAMBIE

When I was at school in the forties, music meant "Early one morning", "The Ash Grove", "March of the Men of Harlech" and hymns at morning assembly. People did seem to learn the piano and, occasionally, the violin, but it was singing that occupied the allotted time, and all of it standing still in serried ranks. No one ever thought of forming an orchestra—who would have paid for the instruments anyway—and making music with another school or schools was unheard of.

This was hardly a scenario to assure a future for music in this country. So it's good to know that everything has changed for the better over the past 40 years. Well, almost everything. Any orchestra worth its salt will now boast an oboe, or a wind band, or a jazz band, or perhaps, all three. Some of these are very good indeed and the National Youth Orchestra, for instance, no longer stands alone in its field. Any youngster having to move from one part of the country to another would more than likely find a local group where they could exercise their blowing, bowing or hitting skills.

So what happened to "Early one morning" and "The Ash Grove"—to quote but two? After all, the human

## FEATURES

## Starting off . . .

Gillian Thomas looks at a how-to-learn course for new pupils

I need a better bag. This one just won't do," announced Bridget, my 11-year-old, a few days after she started at her new school. Since the bag in question had only been bought a few days before, I feared that she was already caught up in some fashion fad. However, I was wrong. "It is not a sensible one," she pointed out. "I can't pack it easily and my science file sticks out".

Obviously such a reasoned approach could hardly be ignored, particularly since a whole lesson had apparently been devoted to the subject. So off she went to the shops again to find one which met her requirements.

It goes without saying that having the proper equipment is basic to doing a good job, but at her school, St Paul's Girls' in Hammersmith, they believe in actually spelling it out.

In the first year all the girls take a course in study skills that occupies one 35-minute period every week. The choice of bag introduces the first part which covers work habits. Later come learning techniques and self-assessment.

St Paul's introduced study skills two years ago. Three members of staff are responsible for it, in addition to their own particular subjects. The idea evolved from discussions in the staffroom. "Since we draw our pupils from a wide variety of schools, some have had a more structured training than others," explains one of the three staff, Julie Darby, a geographer and head of the lower school.

"We welcome the new approach in primary schools which has led to skills based on independent working and creativity, but we felt that—inevitably—it has meant a certain loss of good practice."

Julie Darby and her colleagues, Sheila Hill, the deputy head, and Monique Boudier, who teaches French, are not making too many claims about the course. Basically they regard it as common sense being put into practice and the clarification of the best methods of learning.

From Bridget's study skills notebook, whose genesis allowed me to peruse, I discovered that the selection of a suitable bag was followed by what she should put into it and when. All very obvious, of course, but interestingly it broke her habit of hauling the same assorted paraphernalia to and from school every day.

The importance of punctuality—"being in the right place at the right time"—was also emphasized early on. It meant being well organized and "not getting lost in conversation". Then came notes on presentation, covering details like margins and headings. "Being neat shows we care about what we do and the person who reads it," she wrote.

Julie Darby explains that they aim to develop a sound approach to school work. "If they take the correct equipment to lessons or home for preparation, it clears their minds to concentrate on the task in hand."

"Equally, if they cultivate the habit of accuracy, whether in word selection, spelling or sentence structure, they are more likely to achieve clarity and precision of expression and the logical presentation of an argument."

The course also covers note-taking, writing essays and coping with exams. A sheet of background information on Roman trade was used as a prototype on how to make notes. Then the girls were given a "do-it-yourself" marking sheet to enable them to judge for themselves how they had fared.

Exam techniques are covered at some length, but not overplayed. "Panic? Totally useless, even dangerous," commented Bridget, followed by two-and-a-half pages on exam routine. The notes are not dictated; instead the points are discussed and the girls write them down in their own words.

To illustrate how to tackle essay questions properly everyone is presented with a cartoon sketch of two boys, unmistakably dressed in the uniform of their arch-rivals at the boys' school, one tall and neat, the other small and scruffy. It gives them practice in following instructions, beloved of examiners, like "define", "compare", "comment", "discuss" and "explain".

The third aspect of the course is the most difficult to define. It is the discovering of the importance of self-assessment. This involves encouraging the girls to take responsibility for their own progress and to analyse what works best for them personally.

The first set of class tests in the spring term provides a good starting point. Every girl had to write down why she thought she had been given

a certain grade and to comment on how it might have been improved.

In order to show how study skills relate to all subjects other staff are involved in the course whenever possible. Indeed Bridget's English mistress provided a tricky list of Greek gods for her class to practice copying difficult words from the blackboard. She also devised a game to stress the importance of listening carefully to instructions; the winners got Smarties.

Ideally, of course, every teacher should constantly reinforce the message in their lessons too. Clearly form mistresses are in the best position to keep an eye on punctuality and tidiness, refusing to accept the forbidden study skills words, "I forgot", "I didn't know" and "I thought".

Parental cooperation, widely courted at St Paul's anyway, is particularly relevant to study skills, although so far it has been confined to a letter of explanation at the beginning of the first

term. More letters, even an explanatory talk, are being considered.

They also say the course has had a marked effect on their own teaching methods, making them aware of the techniques related to their particular subjects. For example, in French, accuracy in copying words from the blackboard needs to be encouraged from the start while in geography it is important to understand the real function of diagrams.

"We are still feeling our way and adjusting the emphasis as we go along," Julie Darby says. "In fact this year we have spent less time on organizational skills and more on self-assessment. But the details depend largely on the children and how they see their own progress."

One of its most valuable aspects is undoubtedly the relationship it encourages between staff and pupils. "We may be dragons but at least they now realize that we are friendly and helpful ones," says Monique Boudier.



Prepared for battle? The new term starts at St Trinian's

# ... as you mean to continue

Professional dignity is an essential in the probationer's survival kit says Angela Kent

The main objective of the probationary year is survival. The children are expected to learn something, though it will almost certainly be nowhere near as much as the probationary teacher learns.

In order to keep sane until next summer, several needs have to be satisfied; the first is constant reassurance. You need to be reassured that the activities you are using to stimulate children's minds are looked upon favourably by the school. You need to be told, periodically, that despite your worst misgivings about what goes in your classroom you are not, in fact, a complete failure. Finally, you need to be constantly reminded, that whatever impression you have, or are given, you are not the only teacher in the school who makes mistakes.

The probationer needs a genuinely sympathetic

listener; someone who says, "don't worry, that happens to me, dear" and offers a selection of constructive suggestions.

These are a few of the vital needs but there is even longer list of what the probationer does not need in his or her struggle for survival, but has to cope with anyway. The foremost is when the colleague you have selected to listen sympathetically to your tales about the little horrors in your last lesson, says, "Oh really . . . (I don't have any problems with him; he's perfect in my lessons."

Probationers are not helped in a staffroom which oozes with the casual impression that no other staff have any problems. Nor are they encouraged by colleagues who have seemingly endless amounts of spare time for extra-curricular activities and a normal social life. This is

infinitely depressing for the probationary teacher who has forgotten what spare time is and who is marking until 10pm and thinking up stimulating lessons until midnight.

It is sometimes mentioned that your enormous marking loads can be partly avoided by careful planning but nobody points out that this planning actually takes longer than the marking would. Students and probationary teachers must all admit to spending an hour preparing and planning a 35-minute lesson.

One of the things that we need least is "the Downward Spiral" (which, I am reliably informed by experienced teachers, is not exclusive to probationers). The spiral starts with a difficult class; the next step down is the fact that you are nervous about teaching them. Recognition of this fact by the class leads to the next step down which is when you start not to like the difficult class. This leads inexorably down the slide where the class do not like you. Anyone who has been in this position knows exactly how quickly and to what abyssal and infinite depths this spiral leads.

Your survival is deeply affected by the activities that you ask the children to carry out. Beware of the too difficult task, especially if you have explained it only hastily while you still had half the class listening, and nobody really knows what they are supposed to be doing. Once you have tried out these activities for yourself, you really understand where the problems are.

One thing that you learn very quickly is that it is not a good idea to tell off three children at once. Giggles are outflitting to a reasoned examination of their motives for using your room as a missile launching pad. One piece of advice I agreed with wholeheartedly was, "do not have any full scale confrontations that you cannot win".

There are five things that I would put in my own probationary year survival kit. The first of these is professional dignity. I have tried not to let the children insult me, and that includes not pretending I have not heard "stage-whispered" insults. I try to keep my mental attitude healthy and not take anything that is said to heart. Most of all I have tried not to answer the children back on their own terms or to insult them.

During the first weeks of "real teaching", I found the school policy of standing behind chairs as you enter a room invaluable. All those crisp skirts and a disciplined air that I was certainly not feeling inside worked wonders for the morale.

Homework gives the probationer a headache. A strict policy that both you and your classes understand helps to keep it under control, but I suspect there is no fool-proof method for getting every single member of every single class to give in homework on time, even if other members of staff appear to have cracked it.

Item four in the survival kit is "the scathing look", to be used before having to say anything to the offender. When upbraid to children who are talking while you are talking, its desired effect is to stop them without having to interrupt your flow and lose the rest of the class. Use it as a response to the "witty comment" a child pipes up with while you are talking. Finally, use it to quell unnecessary gossip during class work. I wonder whether, all over the country, the surreptitious discussion of last night's episode of *The Young Ones* meets with the raised eyebrow and scathing look?

The final item in my survival kit is "the binge". If things get too hot to handle, we do something totally different for a while. I change the seating and they work in absolute silence from worksheets. It gives you a breathing space and arrests the downward spiral for a while.

The delights and successes are very few in your probationary year, and are practically non-existent before the spring half-term holiday. I did find three areas of interest to the children which helped enormously with classroom survival. The study of Robert O'Brien's *Z for Zachariah*, and of John Christopher's *The Guardians* scored high with a top set third year class. In the second year, Nicholas Fisk's *Granny* was compulsive. Overall, the enthusiasm and willingness of the first years makes them a delight to teach. Above all it surprises me how one good lesson now and then can bring out reserves of energy and renew enthusiasm in the flagging probationer.

The probationary teacher has to learn a great deal from his or her own experiences, who help simply cannot be given; but a school can give much encouragement and moral support. However, the real key to the survival is the existence of those five life-preservers: weekends, half-terms, Christmas, Easter and the summer holidays.

Angela Kent has just completed her probation at East Basset School.

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## FEATURES



Sir John Gailgud

## Curtain call

Adramacollege famous for its theatre-in-education teams and offering combined degree and professional training is threatened with closure in spite of a star-studded cast of supporters Jonathan Croall reports



It's not just bloody-mindedness, it's educational nonsense. This was at least one staff member's view of the continuing crisis at the Rose Bruford College of Speech and Drama in Sidcup, Kent. The situation is grave enough to cast serious doubts in some minds as to whether the college will be able to survive the coming academic year.

Almost inevitably, the crisis has financial rather than educational causes. The three vocational courses run by Rose Bruford staff are acknowledged to be of high quality, and of a distinctive nature not to be found elsewhere. The Theatre Arts degree course, for instance, is the only one in the country that is also a fully accredited professional training. The Diploma in Technical Theatre Arts, currently being considered by the Business and Technician Education Council as a Higher Diploma, provides a wide range of practical experience in all areas of theatre production.

The third course, the Diploma in Community Theatre Arts, is currently being discussed with the CNAA for validation as a degree. This course provides the only full-time training for students interested in the field of community theatre. It has also been instrumental in training many students who have since worked with schools as members of theatre-in-education teams.

The claims made for the unique value of these courses by the college appear to be supported by the employment record of ex-students. A survey of recent leavers earlier this year found that, in a profession where some 80 per cent are normally unemployed at any one time, more than half were in work. This may be part of the explanation for Rose Bruford's growing popularity: the number of applicants for its 170 places has nearly doubled in two years, and only 1 in 18 now get offered a place.

All this will count for little if the college is unable to surmount the present crisis, brought about principally because of its unique financial and legal status. Unlike other leading drama

schools funded through the public sector, Rose Bruford receives no money directly from the local authority. Instead the authority, Bexley, normally acts as a channel for the college's annual grant, which comes from the government's advanced further education (AFE) pool. The seeds of the present trouble were sown back in 1980. Following the "capping" of the AFE pool, Rose Bruford suffered a cut in its budget of 26 per cent, based on a formula that penalized the college at a moment of expansion. The DES subsequently acknowledged the severity of the cut which had to be implemented at a month's notice, and promised the college it would not receive such unfair treatment in the future.

This, Rose Bruford staff claim, is precisely what has happened this year. First, the allocation from the AFE pool made it impossible to maintain existing levels of staffing, and as a result 6.5 of the 32 tutorial posts have had to disappear this month. Secondly, despite the fact that the college has never overspent, it was faced with the threat of a "clawback" of £48,000 from the current budget. This arose out of the Government's decision to apply a cut of 10 per cent to all higher education institutions, this being the average national rate of overspending for 1981-82.

The dispute has been complicated by a disagreement between Bexley and the DES over

the clawback sum, which at one point the DES suggested should be no more than £20,000. This prompted the college to submit estimates to the authority which ignored the clawback. Bexley, which had rejected the DES calculations, reacted by threatening to withhold Rose Bruford's AFE pool money from the beginning of the current academic year unless full estimates were submitted.

At this stage the dispute became public. Staff and students, together with regional representatives from NATFHE, the NUT and Equity, lobbied the Bexley education committee, as part of a campaign to draw attention to their threatened existence. The actress Barbara Kellerman presented a letter of protest to the chairman on behalf of ex-students, while Dame Peggy Ashcroft and Sir John Gailgud, as well as many directors of national and regional theatres, also wrote in support of the college's continuation.

At the very end of last term matters came to a head. The DES, responding to a letter written by Edward Heath on behalf of the college, made it clear that they would not intervene in the dispute, although legally they had the power to do so. Meanwhile Bexley came up with the offer of a short-term loan to cover the clawback sum, to be taken up before April next year, and to be repaid over two years.

This development has granted the college a



Dame Peggy Ashcroft

temporary reprieve, although additional money will still eventually have to be found to repay the loan. Jean-Norman Benedetti, Rose Bruford's principal, has not yet decided whether the college will make use of the facility. "It has been able to find some additional income," he has come as if from heaven," he said last week. At the same time, the National Advisory Committee on public sector higher education has urged the college to reduce its unique Theatre Arts course from 24 places to 19, and this inevitably results in a further reduction in income. "Although we've not been told by courses, we'll certainly not be able to make the ground lost in the last three years," Benedetti argues. "Everything is up in the air just now."

Whatever happens, drastic changes are required in order to secure the college's future. Anthony Hovier, one of the staff members on the campaign committee, said: "What we need is proper legal and financial status to protect from the crude formula of government cuts."

One way of preventing closure would be merger with a larger institution, a move favoured by both the CNAA and the DES officials. Considerable progress has been made with a plan for the college to run its courses at the School of Theatre within the City of London Polytechnic. The scheme, which would involve relocation in the City and East London, has been agreed in principle by the academic boards, governing bodies of both institutions, and a contract is near completion.

However, the discussions have had to be suspended pending the findings of the London Education Authority's review of higher education, which will not be known until spring. By then it may be too late to save Rose Bruford. Peggy Ashcroft, a patron of the college, echoed the sentiments of many in the theatre world when she said in her letter to Bexley council: "I believe it is as would be a serious one to the theatre."

jump in the air in pain after one crashing blow dealt by a bulky deputy headmaster; I have seen another laugh in the face of a frail French teacher after receiving six puny "strokes". It is not what you do that matters, it's who catches you.

More worrying are the sadists. There are many who take delight in administering punishment so that it becomes part of an elaborate game: an ouch stick with the word chalked on it; mirror-writing on a lump of wood so that it leaves the imprint "OUCH" on a recipient's trousers; charts indicating a teacher's "score" of canings; pupils automatically hit for being late or not standing in lines.

Now into my third decade of teaching I am deputy head in a school that rejects corporal punishment. It aims to encourage and praise rather than threaten. Reparation and reform are the key words.

The system depends for its success on some things. First, you need a staff committed to basic principles of care, compassion and pacifism. Second, you need support from the community. Third, and most important, you need time. And in this instance that means extra staffing.

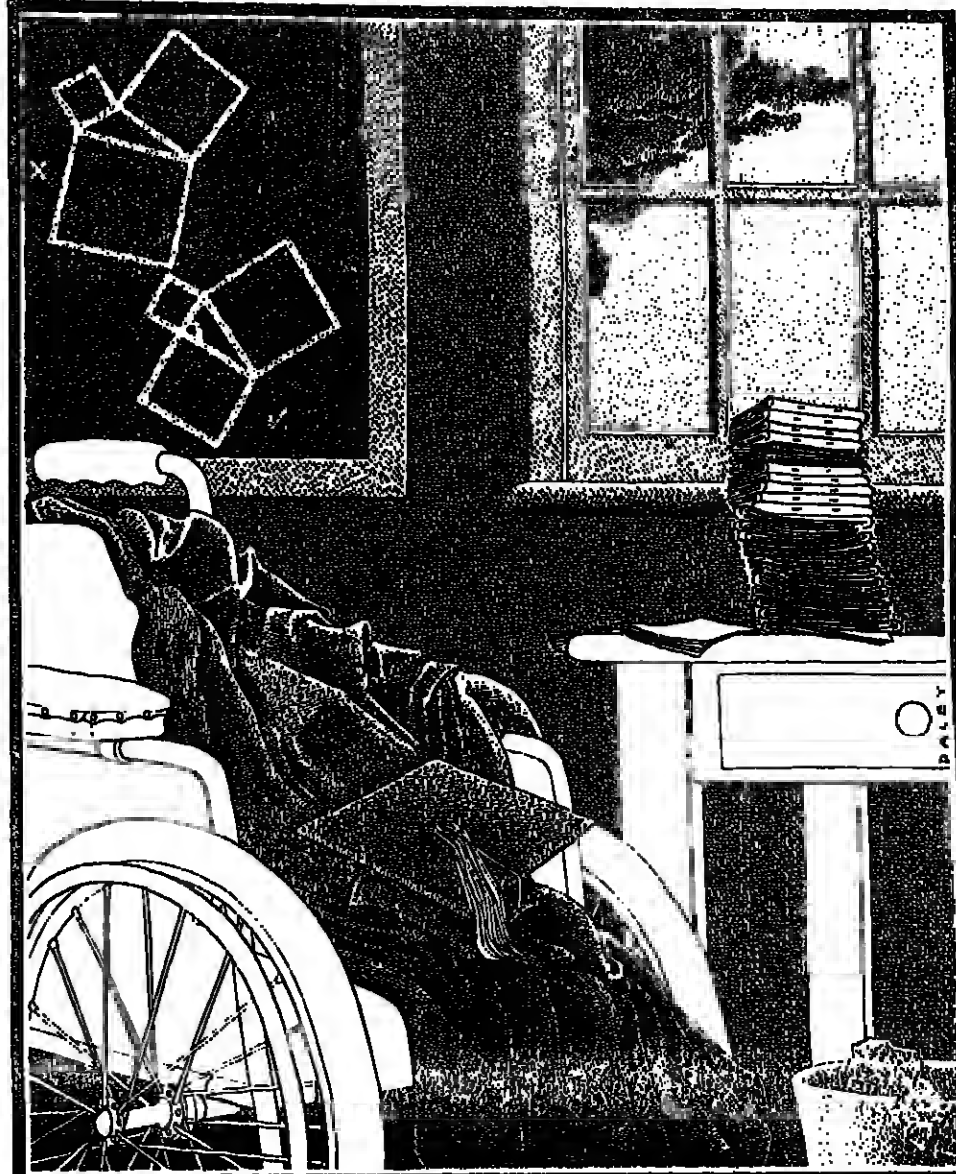
But one final paradox emerges. If parents can arrange for their children not to be caned at schools where caning is the norm, do parents also have the right to insist that their child should be caned in schools where corporal punishment has been abolished?

John Price teaches at Biddick Comprehensive School, Tyne and Wear.

## FEATURES

## FIT TO TEACH?

Handicapped children are increasingly being integrated into ordinary schools but less tolerance is shown towards disabled teachers Sara Parker finds



Schools get a better day's work out of most disabled teachers than many able-bodied staff – because all the time, it's niggling away at the back of your mind that if you give them any excuse, they'll kick you out," says Val Bowler, a multiple sclerosis victim, who finished his teaching career in a wheelchair.

He feels, however, he is one of the lucky ones. During his 11 years at Bexhill Grammar in Sussex, he was given the full support of the school and his fellow teachers. In the end, it was his decision to retire a few years ago. Today, he is almost completely paralysed.

Yet despite Val Bowler's experience, the harsh truth is that many schools are reluctant to take on teachers with a disability – be it a progressive disease of the nervous system like multiple sclerosis or a controllable disorder such as epilepsy.

It is a reluctance which is perhaps understandable, but not without prejudice. Concern arises invariably about disabled teachers being able to cope with the physical stresses and strains of teaching, about them having time off or not putting their weight in the classroom.

"The idea is that you're frail and weakly because you're in a wheelchair or can't see," Val explains. "It's a cop out for schools and local education authorities who imagine there will be all sorts of problems if they employ a disabled teacher."

Certainly in the past year or so, the decision as to whether a teacher is fit to teach has become more and more the responsibility of education authorities. Guidelines are laid down by the Department of Education and Science but they are vague and open to interpretation. In real terms, this shift of emphasis has meant that less weight is given to the opinion of the teacher's own doctor as I.e.a. medical examiners take on a greater responsibility.

"An I.e.a. medical examiner is much more likely to say a teacher is unfit to work than his own doctor. No doubt the examiners feel they are acting with the very best intentions but I personally feel they don't achieve the right balance between the interests of the pupils and those of the teacher," says Graham Clayton, legal adviser for the National Union of Teachers, who is currently handling the case of an epileptic woman. She has been fighting for her job in an Inner London Education Authority school for the past 18 months. Her own doctor says she is fit to work, the ILEA medical examiner disagrees.

On average, half a dozen or so similar cases are taken up by the NUT head office every year. "The rest – some 400 or so where a teacher has a mental or physical disability that has developed or worsened – are dealt with at regional level where it is normally just a question of negotiating the best possible infinity pension."

"Once a teacher has been asked to go, the writing is on the wall. We may win a handful every year, and by that I mean getting them back to work. But it is only short-term. They'll be out one way or another," says Mr Clayton.

Typical of a type of case fought by the NUT is that of a 40-year-old kindergarten teacher who was working abroad as an employee of the DES when she started having occasional epileptic seizures. They were in fact so mild that the casual observer might notice nothing, or at the most, a slight trembling of her hands and a vacant stare.

The teacher was suspended from her job for three months and only allowed to return after a considerable fight from the NUT, extensive tests and a report from a consultant neurologist that she was fit to work.

In spite of having no more fits because of improved medication, when her contract came up for renewal at the school where she had been working for the past 10 years, it was not renewed.

"The reasons for non-renewal were on the face of it, alleged lack of competence," says Mr Clayton. "But there must be a question mark about the extent to which her epilepsy determined attitudes towards her work."

Since she left the school two years ago, she has had no further sign of epilepsy and technically is now clear of the disease. Yet such is her experience with her previous employers that she is afraid of the I.e.a. where she is currently working as a supply teacher, knowing about her medical background. "There is a kind of peasant mentality towards epilepsy and you'd think in education that they'd be the last people to be biased, but in my experience they're among the first," she says.

Reaction to disability depends very much on individual education authorities. If there is any doubt, I.e.a.s will go to the DES. By law, however, all local authorities are required to have at least 3 per cent disabled in their workforce – but rarely do teachers number among this quota.

Fitting a disabled teacher into a school, even at a time when handicapped children are being integrated into ordinary education, is the exception rather than the rule, usually depending on a sympathetic head.

At one school in Birmingham, a woman teacher who has frequent and severe epileptic fits has been allowed to carry on teaching. She tells every class she takes what may happen and how to deal with it. There are few problems.

Yet others are not so fortunate. Every year, the British Epilepsy Association receives some 30 inquiries from teachers who are afraid of losing their jobs.

Richard Pugh, head of social work with the association, explains: "With the high unemployment in 1983, teachers with epilepsy are scared they are going to have a fit in the classroom and lose their job. They feel they can't talk about their problems and it makes them edgy, especially in a stressful job like teaching."

It is this difficulty in telling people about the problems of an illness which can often make the life of a teacher, whatever the handicap, even more difficult. Again Val Bowler is one of the more fortunate disabled teachers. He got over his reluctance to talk about his illness when he was at university. The multiple sclerosis had first showed itself when he was just 18.

He remembers: "At first I didn't tell the university authorities about my illness because I thought if they knew, they wouldn't have me. When I eventually did have to tell them, however, they couldn't have been kinder."

At the time, the only outward sign of the disease was a limp and it wasn't until he applied for a teaching job after graduating in French and Spanish that he came face to face with the prejudice he had feared.

"I had to fight and struggle for a job. People are very wary of the disabled," he says, remembering the numerous interviews he attended at a time in the late sixties when teaching posts

were plentiful. "Now with vast unemployment, I can't imagine how a disabled person can get a job at all."

Eventually, Bexhill Grammar offered him a post but refused to give him a full-time contract which meant there was no chance of anything higher than a Scale 1. Then, he remembers: "I was just glad I'd got a job, it was only when I realized that I could teach as well as the others that I pushed a little harder for a proper contract."

The irony of Val's situation was that when he was offered the security of a contract seven years after he had started at the school, he was deteriorating physically and was thinking of giving up teaching.

In other ways, however, the school was committed to helping him fit into the system, and when he came, they already had another teacher who was confined to a wheelchair because of a spinal injury. Val got on well with his colleagues and his head of department and although he was rarely asked about his illness, he was given practical help. Ramps were laid for his wheelchair, his lessons confined to the ground floor, toilets widened and an overhead projector rigged up to replace the blackboard.

In spite of such help, Val remembers there were those who were "overly kind, hence patronizing, with the kind of approach you get from people who don't really want to understand, but want to do what's right."

He found his pupils were best able to come to terms with his disability, explaining: "Children don't judge you by your physical ability or disability but by what you do with them. They tell you if you're letting them down."

"They ask you the most incredible questions from the naive such as 'why are you sitting down all the time – are you lazy?' to the more complicated such as 'what's it like to be in a wheelchair?'"

In many ways, he believes their attitudes helped him to come to terms with his disability, but all the same for a long time, he fought against using a wheelchair in case he was labelled a "cripple". When he finally did give in to his falling strength, he found he had more energy to devote to teaching and started counselling as well as a social studies course.

Such is his experience that he believes: "There are definite positive advantages to having a disabled teacher in a school. We all live in a world where there are all sorts of disabilities – mental, physical and even social – and kids must learn to see how one can cope with them."

Not all teachers however are so lucky or cope so well. History and English teacher John Goddard, who is blind, has not had a job in a school since he left teachers' training college in 1976.

Initially, he was applying for jobs at the rate of 10 a week, choosing schools with small classes and few discipline problems where his blindness would not be a handicap in keeping order. After two years, a couple of hundred applications and only a handful of interviews, he gave up trying to get a job in ordinary education and started applying for jobs in special schools.

In the meantime, he worked as a braille proof-reader for the Royal Institute for the Blind, but last year he left to concentrate all his efforts on finding a teaching post. He knows he can cope in the classroom. He has worked as an unqualified teacher in a comprehensive school in Yorkshire for a year and completed four teaching practices.

Even with such limited experience, he has learnt where he is likely to have problems and how to overcome them. To cope with marking, he has devised a scheme where the pupils read out their work to him or where he uses professional readers. The Manpower Services Commission will provide 15 hours of reading help a week for anyone who is blind or partially sighted.

He knows that his lessons have to be thoroughly organized not only in content but also so that he can locate the necessary texts in books. Totally blind, he has learnt to write key words on the blackboard.

Even completing his teacher trainings was an uphill struggle. It took him two years to get into college, then his local education authority tried to refuse him a grant on medical grounds and when he finally started the course, he found materials and library facilities were limited for blind students.

In schools he met various attitudes from what he describes as "admiration to a belief that I am going to damage the kids by not teaching them properly and letting them get away with things, and a fear that I am going to use my blindness to get out of work. At my first teaching practice, a teacher even tried to explain that I had no place in teaching."

Such attitudes have left their scars – a trace of bitterness, a loss of confidence. Yet in this country, there are some 80 blind and partially sighted teachers who have managed to break through the reservations about their blindness. One is Francine White, secretary of the Association for Blind and Partially-sighted Teachers and Students.

She remembers: "It was difficult. You had to be tough to stand up for yourself at the interview." In particular, she recalls the interview for her first job where the opening question was "How will you cope with the stairs and find your way to the toilets?"

Francine asked the interview panel how they thought she had got to the school and they replied "By taxi of course". But when she told them she had come by bus and train, their attitudes changed and they started discussing how she would manage in the classroom.

It was her eighty-third application for a teaching post, but once she had the job and proved she could cope, moving to other schools was less difficult. For a while she taught in a tough girl's school where the pupils were very difficult, but then she remembers: "everyone on the staff had problems."

One not totally unexpected area of prejudice came from the parents who were also concerned how she would manage in the classroom. "I had more parents come to me than any other teacher. They would start off 'my child tells me you can't see'... and I would have to explain my system of marking and disciplining and that I could type their reports," says Francine.

But for those who never even get started in teaching or feel they are penalized because of a disability, there is an over-riding fear that society sees the disabled as the less-able.

And as John Goddard says: "I and other handicapped people are not just oddities you see around and about. We're people in our own right and we've got our own contribution to make."

## Teach those you can, cane those you can't

Being able to beat some children but not others is not the only paradox in corporal punishment says John Price

When I started teaching in 1962, I was a graduate but professionally unqualified. I was quite free, however, to use the cane whenever I wanted – no questions asked, no advice given. As a teacher I was not without my inadequacies and when things went wrong I reached for the cane as a crutch for my crutch. I caned mainly in anger and felt better for it.

One incident, after a few months, made me change my ways. I reported a minute, anaemic first-year boy to the headmaster because he'd failed in hand in his homework for the best part of a term. The headmaster made the boy bend over a chair and gave him six whacks over the backside with his cane. The boy screamed in pain after the first one. I turned my back on the scene. The work was handed in the next day.

Ten years later, as a department head, and after speaking out too candidly against corporal punishment in a series of staff meetings, I resorted to caning in sheer frustration at not being able to cope with mounting pressures; I had not only my own discipline problems to deal with but many from the staff in my department. There was tremendous pressure from the staff that "something should be done" about declining standards of behaviour. With only four administrative periods per week I simply had no time to talk to pupils who were causing problems. The cane, fast, unequivocal and simple, was my last desperate resort.

The senior staff silently rejoiced at my "conversion". It proved their point.

I became aware of the punishment book, though I was advised not to write in it unless I

anticipated some "awkward or nosey parent". It made interesting reading.

There were the absurdities: "R Smith – 1 stroke – offence, playing the piano".

The inconsistencies: "B Poole – 1 stroke – smoking. C Curtis – 4 strokes – smoking".

The full list:

"Mon – A Adams – 2 strokes – insubordination. Tues – A Adams – 2 strokes – refusing to work. Wed – A Adams – 1 stroke – no homework. Fri – A Adams – 4 strokes – truanting".

Educators are worried about the inconsistencies of the proposed new system, the caneable and the uncaneable. Yet, whatever the system, there are inevitably individual variations and idiosyncrasies. I have seen one boy, actually,



## REVIEW

## Who is the author?

Richard Hoggart on the danger of over-professionalism



**Darky Work.** By Edward Blighen.  
Harnish Hamilton £8.95

Why are memoirs so popular today? There are probably deep answers, most of them sad and chiefly about living vicariously. More simply, memoirs seem popular with some authors because they cause little strain and can be easily spun out to several volumes; this is quite different from the effort needed to shape a novel, a play, a poem. One soon learns to skip the memoirs which are clearly a famous author's doodlings in mid-afternoon. We, the readers, presumably are assumed to lap up the flow of anecdotes, especially of the celebrated, even though we know that the *bona fide* roots of famous friends which set the table in a room at the Café Royal all those years ago wouldn't find such a place in the same writer's novels. Anecdote after anecdote strung on a chronological line soon pall as flavoured chewing gum loses its flavour, usually well before we stop chomping.

One year for more art. Anecdotes ought to be ordered by one principle or another, and the problem of distancing, which is controlled chiefly by tone, directly tackled. Edward Blighen has clearly tried to address himself to such questions and has opted for some art, much artifice and a great deal of selection; that is, omission. There is deliberately no more than a rough overall chronology, taking him from his last days as a teacher (before fame took hold) to full-blown freelance work. He has decided, and on the whole I think this was right, not to name names. And one can guess the affectionate portrait of a professor of education up North can hardly be that of anyone other than Harry Rée.

His main recurrent locales involve a constant moving between sitting at home (a very happy one), always working against the clock, recording in a BBC studio, and shuffling on one of those airborne, gravity-train, lecture tours which writers, academics, pundits of all kinds have grown used to in the last forty years — after all, it pays the rates and the rent. He is a more Let-wing socialist, tempered by muddle and careerism.

**The Diary of Hugh Gaitskell 1945-1956.**  
Edited by Philip M. Williams.  
Jonathan Cape £25.00

When Hugh Gaitskell died in 1963 present men feared that this would mean the eventual destruction of the Intelligent Right in the Labour Party. He had no successor, not because there were no able candidates available, but because only the force of his personality had restrained his party's predisposition towards a more Let-wing socialism, tempered by muddle and careerism.

Gaitskell's diary patchily illustrates this predisposition. That it lacks coherence derives from the fitful manner in which it was kept and not from any defects in the editing and commentary of Philip Williams, whose accuracy, flair and sensitive appreciation of what the general reader needs to know are beyond praise. Gaitskell, who had rotten luck in life, has been fortunate, perhaps uniquely fortunate, in his biographer.

Though the diary covers the period 1945-56 it has large, maddening, gaps. Gaitskell wrote nothing between March 1952 and November 1954. Even the 1952 contribution comes after a silence of four months. Nor is the narrative continuous from 1955 onwards. For instance, there is nothing whatsoever on Gaitskell's overwhelming victory in the leadership election. Mr Williams believes that Gaitskell probably wrote more after the last entry of 9th October 1956, but the tapes and manuscripts cannot be found. Strangely enough Gaitskell kept his diary most assiduously when he had least time to do so. When he had plenty of time on his hands he never wrote or dictated a word. Mr Williams has a shrewd explanation for this apparently eccentric conduct: he suggests that Gaitskell only felt a zest for political life when he was fulfilling himself. Fulfilment depended upon constructive activity, not upon holding jobs. The same cannot be said of the giants of the 1955 Labour government. What an odd

**Brian Walden reviews the 'diary' of Hugh Gaitskell**



able crew they were: even Gaitskell's generally charitable comments cannot conceal the depths of their pettiness, paranoia and childlike ambition. It must ever be a mitigation of the less happy features of Sir Harold Wilson's otherwise amiable character that he served as a youngish man with this crowd. "Ambition certainly does seem to kill the pleasant aspects of human nature," noted Gaitskell. Told by Hugh Dalton, who took a gleaming pleasure in the sordid backstabbing of the time, that green, the colour of jealousy, was predominant in the House of Commons, Gaitskell was forced to agree. Yet he loathed this side of politics. "Altogether I very much doubt if I am really suited to this kind of thing."

Astonishing though it may seem, Gaitskell singles out Aneurin Bevan as a kindred spirit to whom he enjoyed talking. Both of them were irreligious and, enthused by Bevan's thoughtful rationalism, Gaitskell's slip a revealing admission. "It is refreshing to find that one's colleagues can talk about these subjects in this way," Gaitskell had some unendearing prejudices. He had no understanding of journalists and showed no understanding of them. Nor were his opinions of humble colleagues always as charitable as his excuses for the famous. The Labour group in the

Unwashed, unshat.  
He was whisked from the plane  
To a lunch in his honour.  
He hears a loudspeaker  
Call him well-known:  
But knows himself no better.  
— and elsewhere:  
Since Merit but a dunghill is.  
I mount the rostrum unafraid:  
Indeed, 'twere damnable to ask  
If I am overpaid.

Mr Blighen cross-cuts these twentieth-century occupations with a succession of letters from his great-great-uncle Harry who was killed at Sevastopol in 1856. They are interesting letters in themselves, but don't seem to me to give much, or the right sort of, contrast to the book's contemporary narrative. The conjunction seems contrived. The intention is to gain slings by a sort of diptych, to help avoid the looseness and indulgent sloppiness of simple anecdotal succession. To that end there are also brought into play a sizeable range of skilful technical devices: deliberate repetitions and echoes, and various other forms of tying-in so as to give both more coherence and a sense of ebb and flow, all to avoid that inert straight line.

In such writing the most important questions are always: where is the author? who indeed is the author? how does the author present himself? There is no single or easy answer, and there are lots of pits to fall into. At this point one recognizes a fresh how characteristically shrewd and self-afacing — like a Cheshire cat which fades on the air wry rather than smiling — Henry Adams was in choosing to use the third person singular for his *Education*. Mr Blighen's *persona* is rather shambling, modest, gentle, ready to admit that he can give awfully bad lectures at times, beset by the clock, a bit of a literary and educational Walter Mitty, walking backwards into becoming one of those pundits, wholly without malice, never snide, not given to making moral judgments on others and extremely good-natured all in all. I think, from the little I've seen and heard of him, that Mr Blighen probably does possess most of these attractive characteristics, and I certainly don't myself mean to be snide in asking questions about them as they appear in his memoirs. I'm simply musing on the difficulties of what Goffman might have called *The Presentation*

of Self in Everyday Memoirs. If you present yourself as modest, insecure, wry, witty — and though all those characteristics may be in your make-up — you run the high risk of seeming at worst phony, at best rather congratulatory. Your self-deprecation comes to seem like "charm" in the usual sense. You have over-limited the presentation. This is a danger Mr Blighen does not altogether escape.

I have a right to speak on this since I show my own operation sears. In a book about five years I spent at UNESCO I spent when I first sat down, the constant sense of petty deceit, the regular evidence that quite slight moral courage is a luxury of many nationalities haven't yet felt the affront. Obviously, I tried to be dispassionate and to avoid moralizing. But inevitably, correctly one reviewer, a friend, reminded me that I'd not managed to do the job without seeming myself, by implication, slightly better than them.

Mr Blighen does better than that and his book is, in a thoroughly respectable way, very readable and lively. Whatever the question of incorrigible amusements — one knows he may still feel like that — in fact a thorough professional by now, he has been for long time. So the book is enjoyable.

And yet. It's always odd to tell a man that there's a better book hidden behind one he's written. But there is here. Blighen has not only controlled the frame of the self in the ways I've indicated, he has also controlled the tone, and kept the depth of permitted penetration. He establishes the mien of one who is a citizen's guide to the new pluralism, and in this 65-minute film, Jencks has, as his title implies, written the self in the Great Man theory of architecture.

He told us that the two subjects of his film "both ruled like kings over their profession", which is absurd in both cases, and he entertained us with the moral problems of his heroes: "If you want to be king in the land of architecture get a good divorce lawyer and a box of tranquillizers." The greater part of the film, about Frank Lloyd Wright, was an excellent presentation of his major buildings, and it may be gratifying for teachers to know that he was brought up on Froebel's building blocks, which some of his work resembles. His pioneering contributions and his decline were entertainingly appraised.

But for the purposes of the Jencks thesis, Wright was not a modern architect but a pre-modern one, in order that a contemporary American counterpart could be designated as post-modern. Graves, no doubt, is a competent professional who has grasped that the American public is bored with curtain-walling. He was refreshingly frank with us about how hard it is for architects to get jobs, even though their friends get them in popular magazines. Until I saw his film I thought of him as, let's say, the Terence Conran of Laura Ashley of American design. But now I know that he is not up to their standard. The triumph of his art is the Public Service Building at Portland, Oregon which looks like Shell-Max House (a 1930s monolith on the Embankment in London) with some Woolworth ribbons tacked on.

Jencks sees it as the Eiffel Tower of the West Coast and claims that "the new style has forged the old lines with the public". I think that something-master needs to be said. There is a new book, *Michael Graves: Buildings and Projects 1966-1981* (Architectural Press), which illustrates his latest project, the Humana Tower, Louisville, Kentucky. It is exactly like the monumental structures that were the Hitler's Germany and Stalin's Russia.

Frank Lloyd Wright was an ego-maniac, but Michael Graves seems to be a flip, jolly opportunist, who, like Albert Speer, can't see that he is getting out of his depth. This film will simply add to the confusion of aims and hopes between architects and the public.

Colin Ward

## The Great Man theory

**Kings of Infinite Space:** Frank Lloyd Wright and Michael Graves  
BBC2 Sunday Sept. 4.

The conventional wisdom of arts programme planners is that architecture does not make good television, except for denunciations of lower blocks or the wanderings of nice gents like Benjamin, Hugh Casson or Alec Clifton-Taylor through some much-loved buildings. Certainly some past attempts to sell the modern movement to the ordinary viewer look grotesquely patronizing today, when architects themselves have followed the laymen in rejecting the whole Corbusier or Bauhaus ideology.

Critics like Charles Jencks have put labels on the new trends with words like Post-Modern, Neo-Vernacular, high tech, Neo-Classical and so on. As the architectural cartoonist Louis Hellman puts it, "there are no leaders, only a plurality of directions".

Most of these labels imply picking up the threads of traditions which were lost when the modern movement won the big public clients, and a citizen's guide to the new pluralism would be helpful. But the personal cult is the essence of television, and in this 65-minute film, Jencks has, as his title implies, written the self in the Great Man theory of architecture.

He told us that the two subjects of his film "both ruled like kings over their profession", which is absurd in both cases, and he entertained us with the moral problems of his heroes: "If you want to be king in the land of architecture get a good divorce lawyer and a box of tranquillizers." The greater part of the film, about Frank Lloyd Wright, was an excellent presentation of his major buildings, and it may be gratifying for teachers to know that he was brought up on Froebel's building blocks, which some of his work resembles. His pioneering contributions and his decline were entertainingly appraised.

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## An all-pervading blandness

TV AM is suddenly a success. Gerald Haigh reports

viewing stint were on this got to me so much that I awoke each morning with the same sense of anticipatory angst as if experienced by a young body builder I know who starts each day by eating two plain boiled chickens.

The regular weekday presenters are Anne Diamond and Nick Owen. Between them they manage — again, I can only suppose, deliberately — to give the impression of the kind of nice young couple who meet other nice young couples for drinks and meals. ("Will Nick and Anne be there? Oh God!") To this effect, Miss Diamond occasionally allows herself the status of the "little woman" — somewhat dangerous I would have thought in these Greenham Common days. Once, for example, while a discussion about cricket was in progress the camera pulled back to include her, whereupon she looked into it and gave a feminine shrug of incomprehension. If it was spontaneous it was very clever, if it was planned it was even cleverer. The general effect of all this is to create a cosier kind of relaxation

than is to be found on the BBC's breakfast programme, where the approved style seems to call for bothhome and the calling of merry quips across the studio floor.

One enlivening feature this summer has been Chris Tarrant's tour of the seaside resorts. This reporter cleaves to a style which I can only describe as cynico-satirical, and provides a neat contrast with the nice folk back in the studio. ("Will Chris be there? Oh God!") Doomed to a season of interviewing beach entertainers and precocious youngsters he has constantly and mordantly bewailed the fate to which his years of journalistic experience have brought him. One day he was faced with every TV reporter's nightmare in the form of "Sally the Singing Dog". The item faded out to a chorus of barks and howls while Tarrant, weeping with laughter, cried "this is the stuff Mission to Explain!"

But what of Roland Rint and Kevin the Gerbil who have held our children

enthralled and boosted the company's viewing figures? Well for one thing, it is quite simply a separate programme bearing as much relation to the rest of *Good Morning Britain* as *Crossroads* does to *Panorama*. And for another, my talks with children indicate that the attraction probably lies not so much in the bedraggled rodents as in the cartoons which make up the bulk of this spot. Children have an insatiable appetite for cartoon films. The pity is that having asked for bread they get stone. The quality of the average imported cartoon is abysmal — hackneyed stories, short cut animation, unsubtle and frenetic sound. Why this has to happen when there are so many good animators at work in the world I do not know — but the lesson for TV AM for all of it. Indeed for the whole of television is that if those in charge go for easy solutions and leave anything that challenges the intellect to wither on the vine, then we might as well all reach for our bingo cards. There are times in history when art reaches out in vain for its patrons.

## McCabe's vision

**Ophiriana.** Colin McCabe: Comprehensive Schools.  
Channel 4, September 7.

At times in his revisitation of the comprehensive debate, Colin McCabe seems almost to have cracked it. Unlike many of the critics of comprehensives, he gives the impression of one who has from time to time been in one — or at least talked to someone who has.

Having established left-wing academic affiliations with a handful of gratuitous anti-Tory insults ("... about the pompous and complacent figure of Rhodes Boyson...") the breath of his analysis, though familiar enough on the left since its recent setbacks, sounds impressive coming from a university professor. He renounces the inadequacy of the naive party line which saw comprehensives as "grammar schools for all" and recognizes the part universities have played with what he calls their "fatuous" courses and exams. In maintaining a thoroughly irrelevant school curriculum which virtually ignores contemporary cultural developments.

But having knocked the edifice down with the benefit of hindsight he becomes rather confused (or perhaps I did) about the proposed architecture for its replacement. To democratize the cultural and political "centres of direction" he proposes not to abolish the public schools (and towards the end of his talk he is laying about "levelling elitism") with almost as much zeal as his earlier attacks of Dr Boyson) but to turn them into centres of excellence within the state system; super grammar schools for the 5 per cent who, according to the Professor, can benefit from a "theoretical education" which would start at the age of 14. That 5 per cent is presumably based on the present disposition of the public schools rather than any psychological assessment of the national brainpower. And as Professor McCabe accepts that selection ultimately would depend largely upon social rather than intellectual factors, one wonders why he bothered 20 minutes earlier to issue dire warnings about the impending results of the assisted places scheme. Everyone else would be free to leave or stay on at school or college after 14 for a variety of academic and vocational courses. Up until that age everyone would attend a common school.

Not least among the objections to such a scheme are likely to be the public schools themselves; not just the prep schools which the Professor either forgets or abolishes, but also many of the more senior establishments. It is not just a matter of escaping the maw of the state system. Like many others, the more progressive public schools see the single-minded pursuit of the theoretical at the expense of more practical attitudes, skills and experiences as a thoroughly bad thing and the unequal esteem accorded to the practical as being the root of much of what is wrong in education, industry and wider society. The tragedy of the comprehensives is that the private schools are often better equipped to counter that too.

Bob Doe

## Rule of thumb

**A Hitch-Hiker's Guide to Great Britain.** By Ken Lussery.  
Penguin £2.95. 0 14 046 425 5.

Hitch-hiking for me has all the appeal of a five minute stint as the Speaking Clock, although I have never forgotten a kind lady who enabled me to catch that illegal train when school had become just too much.

According to Ken Lussery, I was lucky to have been picked up on a straight road. Among all the info in his intro, the place is a roundabout, so much so that "the hitch-hiker at a roundabout could be said to be in his natural environment" (he has a sense of purpose while potential helpers are going round in circles). And a sense of purpose, we are instructed, is vital. There is no point

Mark Featherstone Witty

## Coded affectation

**Infidelities.**  
BBC1, September 12, 9.25pm.

Somewhere between the Miller's Tale and Madame Bovary, that is to say between the mere farce of cuckoldry and the high drama of adultery, there is a place where the sexual passion can be seen at the same time as the most absorbing business of life and as a game to be played with total insouciance, a simple marriage. And Marivaux, who gave his name to this spirit of dedicated affectation, wrote in a dramatic tradition far removed from the code and conventions of television. Making a "Play of the Month" out of *La Double Inconstance* demands something more than just a translation of the words.

The plot, for a start, is preposterous and the satire too gentle to stimulate much excitement today: what do we know, anyway, of princes and peasants? This prince falls in love with a girl who must be seduced away from her village swain and her rustic ideas of constancy; but she is a woman, after all, so she can be taught to love fine clothes and to preen herself on the very qualities of simplicity and fidelity which distinguish her from the ladies of the court. Her peasant lover, too, may be subverted: since his name is Arlequin, Marivaux's audience would have appreciated that his weakness is gluttony. But the translator has renamed him Alec and he is played by Robin Askwith as more

of a bumpkin than the smart Alec he is supposed to be. And what convention demands that he should adopt that clearly spurious accent, when Silvia, his peasant girlfriend, speaks pure play-of-the-month heroines?

There is some effective use of mirrors as Alec and Silvia start to discover themselves as nobleman and princess, but otherwise both director and cast are happier when they can lapse into farce: Victor Spinetti and Christopher Biggins, as members of the court camp, up merry. But among the four main protagonists, only Charlotte Rampling achieves the right balance between intensity and affectation. Her Flaminio knows that it is all a game, yet seems to care deeply about how it is played.

As well as appreciating her performance, notice how a play which is all dialogue is made more static by the codes of tele drama: the characters bleating the screen or, when there are three, rowed up across it like the three wise monkeys; the alibi of camera angle as one speaker replaces another and the passages where the prince repeatedly addresses us across Sylvia's shoulder... The directional clichés multiply to compose a handy vocabulary of such conversations, stylization with no sense of style. By the last half-hour, these formal exercises will be all you do notice and you should be flustered in the commonplace of camera-speak.

Robin Buss

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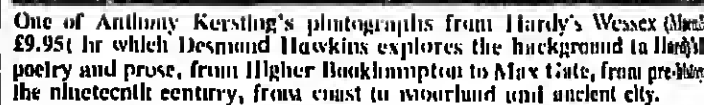




## BOOKS

## Three bears principle

**Nicholas Tucker**



## Poetic gallop

Nett Ph...

But in the end, what seems to emerge (irritatingly) is that the best poetry for children comes, more often than not, from those who go ahead and write much the sort of verse they normally write. The idea of a welcome series, all the same, contains the promise that it may in time raise the level considerably by making poets aware of, and then impatient with, the softening temptations that beset a poet addressing children.

**Edward Bilshen**

## Dramatic practice

**Nick Baker**

## To show or not to show?

## Hugh David

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## Children's literature

## Same but different

**John Duffy**

## Sense, not sensibility

Nett Ph...

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This is still detached, lofty, still suspicious of "contact"; but Davie does mean "every one"; humanity is too rich and various even on the London tube or on the American streets where he now lives much of the time, to be lumped as "everyone". Few modern poets have managed to achieve Donald Davie's sense of human worth.

**Among this week's contributors:**

Michael Clarke is head of the act department at Kingsway-Princeton College, London

Gerald Halse is head of Henry Bellin, C of E Middle School, Hestonville

Richard Hoggart is Warden of Guildsmiths College, University of London

Nell Phillips is author of *A Fair Anger: A Critical Introduction to the Work of Alan Garner* (Culler)

Nicholas Tucker is lecturer in developmental psychology at the University of Sussex

Brian Walden is presenter of 1.WT's Weekend World.

**Next Week**  
**Onagh McDonald MP**  
 reviews some recent books  
 on adult education; politics  
 sociology and social affairs

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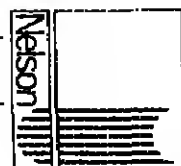
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## RESOURCES

## Drive over disks?

Ray Hammond on a new system for program storage

Program storage systems are the most tiresome part of school computing. For reasons of economy, many schools are forced to use audio cassettes for program storage and these are slow, unreliable and require a high level of teacher supervision during the process of loading and storage.

Any computer user who has been lucky enough to work with disk-based storage systems realizes that cassette storage gives a misleading impression about the power and flexibility of microcomputer systems. When disks are used instead of cassettes, the same system will be seen as being considerably more powerful and very much easier to use.

Disks are also easier than cassettes for children to handle and they are much more robust than they appear. The problem is that even the cheapest disk-drive system is likely to cost almost as much as the computer itself. So what are computer manufacturers doing to improve the situation?

Last month's announcement of Sinclair Research's long-awaited Microdrive storage system for microcomputers may have brought a feeling of initial relief to some Spectrum users, but investigation reveals that the drives are closer to conventional cassette-tape storage systems rather than the quasi-disk systems hoped for. In any event, Spectrum owners have a long wait before they can get them. The £49.95 Microdrive also requires a £30 interface unit before the system can become operational.

Sinclair Research have been talking about their Microdrive for well over a year and the company suggests that these units bridge the gap between the speed of access possible with disk storage and the inherent economy of cassette tape. Whether this has been achieved in a reliable package remains to be seen.

For those who are not familiar with the technology of storage systems there is an analogy which illustrates the two approaches: long-playing records allow the music-lover to select instantly any part of the record to be played. The same music on an audio cassette requires the user to wind through the tape before a section can be found. The difference is between instant access and sequential access and in the rapid world of computing, that time difference is vital.

Computer disks spin at around 300 revolutions per minute. A magnetic head floats just above the surface of the disk and this head moves laterally across the surface plane of the disk to find information. Disks are organized into a series of tracks (analogous to tracks on a LP record) and a special program for disk operation completes the interface between the program under use in the computer and the storage system.

Most computer manufacturers insist that for serious microcomputing in

schools there is no viable alternative to buying a disk drive. Only the speed of access in a disk system allows a program to pull information out of store as required and provide the degree of interaction needed for such complex tasks as wordprocessing.

Sinclair's Microdrive may have started out as a valiant attempt to bridge the gap between a £30 cassette recorder and a £300 disk drive unit, but critics are already questioning just how much of an advance the product represents.

The Microdrive is actually a "stringy floppy", a storage concept that has been around for several years. What makes the announcement important is that the concept has now been embraced by a major manufacturer. Each Microdrive cassette contains 20 feet of very thin tape (5mm) which is joined to form a continuous loop and, continuing our analogy with music mediums, has some similarities in mechanical operation to the eight-track cartridges that were popular 10 years ago. Each cassette is priced at £4.95.

The main benefit that the stringy floppy approach has over conventional cassette systems is speed of access: the tape travels at 30 inches per second and the entire tape can be played through in 11 seconds. Sinclair claim that a 48K file can be loaded in three-and-a-half seconds, but access speed actually depends on where the file is on the tape. If the file required is at the other end of the tape, the tape

will have to run through before the required information is found.

The average access time is likely to be between six and eight seconds which is a very considerable improvement over cassette loading times. The major advantage is that it allows interactive programs to be written for the Spectrum. These programs will call information from the drive and store it as necessary. The eight-second wait is still a little slow compared to true disks, but "serious" uses such as wordprocessing and database creation become possible.

Although the requirement for an interface unit adds an additional £30 to the price of a Microdrive system (£49.95 if bought alone), the interface unit is able to do much more than merely hook up the drive. It allows the Spectrum to be networked and up to 64 machines may be attached. An RS-232 port is another major feature of the interface unit - which is designed to attach directly underneath a Spectrum and which will add much-needed stability to the computer. With this port, external communica-

tion becomes feasible and the Spectrum can be directly linked to a standard printer or to a modem.

It seems likely, the Microdrive approach is an improvement in storage-system design, the problem that still exists is one of supply. Sinclair are sending out 1,000 order forms at a time in strict chronological order to previous Spectrum purchasers. Schools which purchased Spectrums through wholesalers will still have to wait their turn before they can order Microdrives.

Sinclair refuse to speculate on how long it will be before Microdrives are generally available and at present customers are limited to ordering two drives and one interface unit each. One interesting fact that emerges from Sinclair's literature is that eight Microdrives may be linked together to serve one or several Spectrums and the total storage capacity becomes a grand 680K (about the same capacity as one eight-inch disk drive).

Even if there is good news on the horizon for schools which have purchased Spectrums, the bad news for educational computing is that Spectrums only account for a small percentage of computers in schools. The majority of schools have opted for BBC computers, Research Machines, Commodore Pits and, to a lesser degree, Apples and Tandys. None of these companies have hinted that they are planning to produce a cheap "rapid access" storage system and several insist that such a thing is as contemplated. Apple, for example, state that they are firmly committed to disk-based processing and don't contemplate producing any sort of replacement.

The BBC Micro has attracted a considerable amount of third-party attention, of course, and several independent manufacturers are now offering disk drives which will interface with both the A and B models. There is a new three-inch disk drive available for the computer from Advanced Memory Systems but at a basic price of £225, there's really no benefit to be gained over the more conventionally sized disk drives available from Acorn.

The race to produce smaller disk drives is interesting and Sony seem set to become the leader with their three-and-a-half-inch drives, but schools are looking for storage systems which cost less and are not particularly worried about miniaturization.

So it seems that teachers will be forced to soldier on with cassette recorders, a storage system that must be regarded as the "cat's paw" of microcomputing. Data will continue to multiply and work will go on being lost. Children will not gain an idea of how powerful a small computer is when it is able instantly to call in and out of a large memory bank and the cry of "it won't take long" will continue to echo round resource centres.

Dawley Ride, Colnbrook, Bucks) who are providing pressure groups of programmers to push Acorn, and disseminating useful published and unpublished information.

Network suppliers were in evidence; they tell me their products are now installed in some lucky schools. There is quite some technical variation in what they are supplying, partly because of horses for courses, and partly because user needs have not yet clarified. Any users contemplating a network need advice from a knowledgeable, dispassionate source.

Now to the Electron: it's small, cheap (£199) and upward-compatible with the BBC in the sense that any program that runs on it, will also run on its big brother. The biggest loss is Mode 7, so that, although it has the same amount of store as the BBC, you can't load as big programs. There is already quite a bit of software, originally developed for the BBC, that will run on it. It runs some 30-40 per cent slower, which doesn't matter much. What matters more is that there are fewer sockets to the external world. Acorn assert firmly that an add-on connect to a printer and RS-232 is coming this year; a disk interface add-on would be feasible, but they wonder whether it might not demand from the market for the BBC itself. To sum up, if your child's school has a BBC, an Electron would be good value for money as a home computer; you felt the BBC was too costly.

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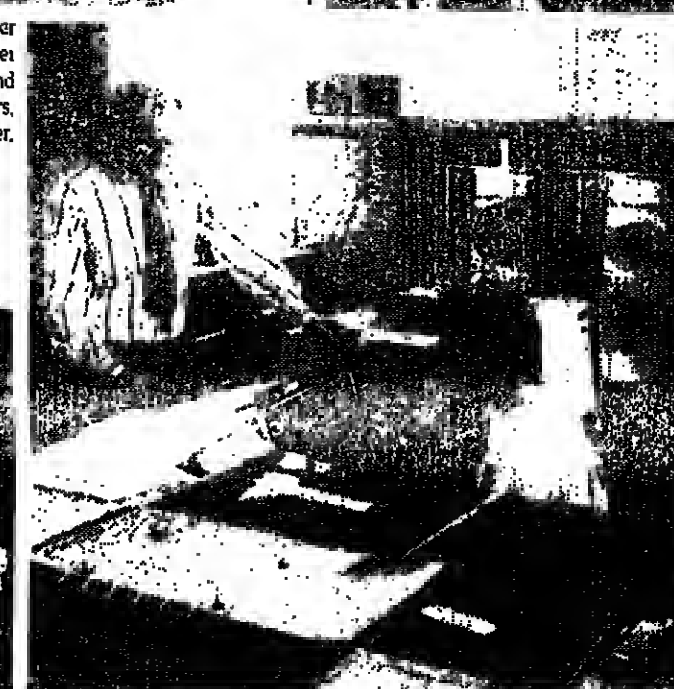
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## Show of wares

John Laski visits the Acorn users' show and elbows his way through packs of consumers and software to discover the latest arrival - the Electron.

The first, overwhelming impression of the Acorn users' show at the Cunard hotel was that it was packed; so many people were there that it was nearly impossible to move from stall to stall, and getting hold of a salesman demonstrator involved ruthless self-interest. It demonstrates how thoroughly the BBC Micro has gripped a user base, both in the schools and as a home machine. From the hardware point of view the most important event was the launch of its younger brother, the Electron, of which more below. I want first to say a few words about the software situation.

There was software for the primary age range, some of it well conceived and implemented, and the marketplace has forced down the prices so that the user can afford to buy and try without risking a fortune. Acornsoft has been joined by newcomers; firms who have established themselves on Spectrums, Commodores and the like have recognized the size of the BBC market and introduced their products to serve the BBC. But, oh dear me, what poverty of imagination as to what

could be useful in the classroom; the same old Hangman, picture to word association and the rest, just with better graphics and new titles. A small outfit, Golden (77 Qualitas, Bracknell) seemed to me worth looking at, partly because it is not well known, and partly because the ratio of useful to dross seemed high.

But for secondary, hardly anything. The government has pumped money in for hardware, but who will provide the teacher with useful software? I am not talking about programming courses, where semi-literacy through BASIC is endemic, but the imaginative application of the computer to science, history... No doubt enthusiasts are doing so in the schools, but there seems, as yet, no working mechanism to publicize these, so that they transfer to other schools, and, more important, define for the publishers and the independent software writers what the market needs.

One interesting phenomenon was the appearance of two rival user groups, Beeborg (PO Box 50, St Albans, Herts) and Laserbug (11



## MEDIA

THE TIMES EDUCATIONAL SUPPLEMENT

ENDPAGE

**VIDEO**  
*Otello* by G. Verill  
*Aida* by G. Verill  
*Nabucco* by G. Verill  
*Ernani* by G. Verill  
*Mary Stuart* by G. Montzetti  
*Longman Video*  
*La Bohème* by G. Puccini  
*Les contes d'Hoffmann* by J. Offenbach  
 Thorn-EMI in association with Covent Garden Video Productions.  
 Recommended retail price: £39.95.

Already this country boasts more home video recorders per head of population than any other country in the world. (The Japanese just make them; maybe the Americans realize they've shown very little worth recording.) To serve their retailers, libraries and rental outlets are stocking an ever-widening range of prerecorded material. Feature films, of course, but also tapes to suit every minority interest: fishing, golf, watercolour painting, punn and even opera.

On the face of it this list is the most surprising. A box-set of L.P.s - Herbert von Karajan's latest digitally-re-recorded Verdi - is one thing; a whole opera on video seemingly quite another. Not only is it going to be rather more than twice the price of the records, the sound (unless you're prepared for a lot of fulfilling with wires and hi-fi amps) is as monophonically low-fi as any TV sound. Yet video opera seems to be here to stay. Two firms have already launched batches of titles onto the market: both are slowly to expand their range.

Longman Video at present have the bigger list with productions recorded at the English National Opera, La Scala, Milan and the vast outdoor Arena di Verona. As "standard" library recordings these last are the least satisfactory. The place is like a cultural Wembley Stadium, bigger if anything, and although the productions recorded there - Verdi's *Otello*, *Aida* and *Nabucco* - are all



Thomas Allen, Neil Shicoff and Heana Cotrubas in *La Bohème*

grand opera with a capital G, filling the vast stage, they suffer because of its very size.

Like four-act football matches, they seldom cut to close-up, preferring long and medium shots. And although the audience don't go in for hooters and whistles as they do at Wembley, the sound quality often leaves something to be desired. There are moments in *Otello* when the orchestra, in particular the strings, drown all but the top notes of even Kiri te Kanawa's Desdemona.

The Verona casting too is only intermittently top drawer. Dame Kiri, Renato Bruson (Nabucco) and Piero Cappuccilli (Iago) are all world-class, but to say that Vladimir Atlantov is rightly famous for his interpretation of the title role in *Otello*, is surely stretching a point. Among British opera buffs at least

## Roll over, Beveridge

Victoria Neumark on London Weekend's view of the breadline

**Brendline Britain**  
 London Weekend Television.  
 Sundays 12.00  
 Four programmes available on video from Concord Films Council, 201 Felixstowe Rd, Ipswich IP3 9JJ (tel 0473-715754). Price £140 for set or £50 each; £12 each to hire (prices do not include carriage and VAT).

Seven-and-a-half million is a figure that has been handed about a lot recently. That is how many people, according to a new MORI poll, live in poverty in Britain today. *Brendline Britain*, the series based on the survey, spells it out rather differently.

After the shock of the headlines, the breakdown of the 22 characteristics of poverty given by "most people in society today" includes such features as no new clothes, leisure equipment for children or holidays, and, what is even more doubtful, gives them equal weight with three meals a day for children, housing free from damp and warm waterproof outer clothing. Surely the half-million children who don't have three meals a day are a worse case than the 10 million who can't afford a hobby or Christmas presents. LWT are wasting their firepower on a blunderbuss when this is a target urgently needing pinpointing.

Of course no holidays, presents or hobbies are the marks of an impoverished existence. But *Brendline Britain*, in choosing its seven typical poor families, has chosen oddly. In 80th birthday is going to get 25p a week more to pay his gas bill and the elderly half-blind diabetic fighting insulin shock on eggs and toast, we have a divorcee who can't afford video games for her children.

The first programme, which introduces the definitions of poverty and the seven exemplars, might be an object lesson in statistics in the so-

ciety sciences. Despite shots of professors in their clean laboratories busily tapping at computers, the survey is no more than the rollatons of many interviews. I really do not mean to underestimate the extent and depth of poverty in Britain to day, but "poor" which is no more than assertions, flow charts and lists is no proof at all. The production team would have done better either to concentrate more on their interviews or to elucidate the statistics intoned so reverently: "Five million people in Britain today...". I can be the only viewer to have muttered "sez who?" But the shots of Pamela Benn, unmarried mother pregnant for the second time and living in a mouse-infested cold-water flat with her nine-month-old daughter, or Kevin Bragg's youngest girl who's had bronchial pneumonia and has since had difficulty developing her language, cry "Shame!" to a society beset with success.

Left-wing explanations of poverty, on the other hand, have looked at environmental factors. The third programme in the series examined the kinds of housing and education which have failed to realize the Atlee dream of equal opportunity. Of especial interest to teachers should be the interview with the headmaster who candidly remarks "the kids don't expect much of themselves and I can quite see their point". Archbishop Whitehead's Comprehensive concentrates on sports which will give students an interest and "release tension" when they're unemployed, and never enters any for higher exams than CSE, depicting the fact that Britain has gone "qualifications mad". Lack of stimulus at home, the ever-present babble of television, lacklustre teaching and lack of prospects, all form a vicious circle. It was refreshing to see the kindness and dedication of the primary school staff. The education system might yet redeem its intake, if

farewell to the operatic world, even on video it remains something of a tribute. ("Dante" Janet's unbearably able portrayal - is now pre-recorded for posterity) though note the worse for that.

Thomas Allen had a curious view of English history: there is a whole lightous meeting between Mary and Queen Elizabeth I (Rosand Place, right on Shakespeare's tomb) but John Copley's opulent, stylish production and the direct narrative drive of Tom Hammond's English translation quickly convince us. X does Dante Janet, severely clothed in black amongst all the gold and brocades of Elizabeth's court.

In association with the recently formed Covent Garden Video Productions, Thorn-EMI have so far issued a couple of titles originally taped at the Royal Opera House by BBC Television. Puccini's *La Bohème* (with Heana Cotrubas, Neil Shicoff and Thomas Allen) is a dependable favourite with audiences anywhere, while John Schlesinger's lavish version of Offenbach's *Les contes d'Hoffmann* contains in its famous Barcarolle one of the best-known of all operatic tunes.

As far as television is able, both tapes try to convey something of the sense of occasion which marks a night at the opera. There are shots of the gathering audience and lingering pans over the cushion and gold front curtain. This approach is more successful in the sensational *Hoffmann*, a two-and-a-half hour voluptuous romp which features Domingo (Hoffmann), Cotrubas, Agnes Baltsa, Gerald Evans and an Act Two which looks like a Rubens painting come to life. Visually and musically, it is perhaps the most successful of all the currently available titles. The pictures really do enhance the enjoyment of the accessible, tuneful tales. You put on the tape, sit back and enjoy it. And that is certainly another of the advantages of video, not having to get up and change a record every 20 minutes or so.

## TELEVISION

radio & tv  
 Block recordings  
 for schools

For France and the UK  
*Monday-Friday, 11.15-11.30*

The series, aimed at children aged 10 to 12, covers a wide range of themes, followed by short music sketches.

*Monday-Friday, 11.15-11.30*

Five programmes, each containing a dozen open-ended scenes, social problems to give 11 to 12-year-olds ideas for classroom drama.

*Monday-Friday, 11.15-11.30*

Discussions on various aspects of the first six programmes of this series. The life and times of Jane Austen completes the term.

*Monday-Friday, 11.15-11.30*

A series to provide listening material primarily for work on Grade Objectives courses in German at levels 1-3.

*Monday-Friday, 11.15-11.30*

Five programmes concentrating on acting and producing *Marlowe* and *Midwinter Night's Dream*.

*Monday-Friday, 11.15-11.30*

Continuing education

Information on Night-time Broadcasts  
*Monday-Friday, 11.55-12.00*

Continuing education series, the broadcast between 11.55 and 12.00 on weekdays during the term. Information is given each day on different subjects.

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## BACK TO SCHOOL

In Beirut the school year struggles to get underway again with teachers and students dispersed throughout the war-torn city. The renewed fighting in the wake of the Israeli withdrawal is only the latest episode in the years of conflict which have paralysed developments in the Lebanese education system and made violence and death a commonplace experience for some children. Photographs by Judah Passow/Network



Chalilla camp physics teacher makes do with rudimentary equipment while pupils play with computerized wargames



Palestinian primary school, Chalilla refugee camp

Headmaster's office, government secondary school

International aid for injured schoolchild

## YTS special

Wavelength YTS Special  
 30-minute cassette, £4.00 from BBC School Radio Cassette Service, Centre for Educational Technology, Civic Centre, Clwyd CH7 1YA.

With term beginning this week in many parts of the country, unemployed school leavers face the choice of the idle queue or some form of training if they can get it. To help them, the BBC has made its *Wavelength YTS Special* (broadcast 23 June) available to teachers on cassette.

Devoted entirely to giving information about the Youth Training Scheme, the cassette is definitely to be recommended. In the week that YTS has actually come into practice, it offers a welcome and helpful break from the political wrangling over work experience or exploitation of the young. Instead, it addresses itself directly to the young people themselves, as it tries to "unravel the facts" and suggest the kind of things they need to ask their careers officers.

The facts are not easy to unravel, but by combining comments from a representative of the British Youth Council, senior careers officers and a personnel manager, with the views from trainees on early schemes, the programme succeeds in presenting a vivid impression of some facts, some plus, some minus. The misconception of one young boy who saw the scheme as a ticket to work was carefully corrected; one lad on the subject of money found he had to work evenings to supplement his £25 a week - a lousy task on top of a 40-hour week; one girl, who valued the log book as a record of experience, likes and dislikes, and supervisor's comments, worried that she'd be in trouble if she didn't get in

## Youth Training Scheme

with her supervisor.

Most of the basic facts emerge. Some, though, such as holidays, are not mentioned. A few questions are raised but not answered clearly - the important distinction between Mode A and Mode B (little is said about the latter or about the relative values of the two); the eligibility of "some 17-year-olds" is unexplained. Others are raised but finally left unanswered - how secure are the trainees who are treated only "as if employees"? does the applicant jeopardize supplementary benefit by turning down the offer of one place in order to wait for a better one? The accompanying "Survival Kit" is, despite its name, a simple leaflet: "What's it about?", "What would be expected of me?", "What should I do if...?" but it does fill in some of the questions omitted on the programme.

It is easy to find omissions in the cassette. Some of the issues might have been resolved more clearly: some have only been answered by subsequent legislation, like the fixing of the £35 allowance. But confusion undoubtedly still lies in the new and untried scheme. As an attempt to tackle a highly complex issue and make it accessible to the young, programme-makers did extremely well, and teachers should look out for three follow-up programmes in the course of the year. One unfortunate slip, though - please note that the programmes and the YTS scheme apply to Scotland as well as England and Wales.

Gillian Macdonald

*Wavelength* will be on the air again at 11.30 on Thursday 22 September, Radio 4VHF

Apparatus 11.16



## Quest for goodness

Nell M Gunn & Lewis Grassie Gibbon. By Douglas Gifford. Oliver and Boyd £4.95, 0 05 003196 g. £2.50.

James Leslie Mitchell published his first book in 1928; when he died following surgery 6 years later, aged 33, he had published a further 16, 10 of them under his own name, the remainder under his better-known pseudonym, "Lewis Grassie Gibbon" (one book, oddly, used both); among his effects was a litter of unfinished manuscripts and draft projects; at his death, Mitchell held contracts for well over a million words of print. In a longer, but no less painful, life Neil Gunn published 31 books, including fiction, drama, essays and a brilliant, elusive autobiography. Among Scottish authors, "Gibbon" and Gunn are untypically prolific.

From the mass of their work, Douglas Gifford has unconsciously chosen to examine only Gunn's *Silver Dwellings* (1941) and *Highland River* (1937) and Gibbon's *Scotts Quair* sequence (1932-34) and *Spartacus* (1933). Gibbon's greatest achievement was *Sinset Song*, the first third of the *Quair*; it expressed perfectly his sense of cultural defeat and the perversion of "natural" life - sex, social order, language, the land - brought about by the First World War. Gunn never achieved anything of the power and range of *Sinset Song* and created no character as compelling as Gibbon's Chris Guthrie; his work was slower, more measured, less intense.

Gunn, under the influence of Jung and Eastern thought, pursued images and symbols that would combine all of humanity into a mystical whole. Gibbon, less passive and less of a mystic, so dejected both his native Meath and the Glasgow slum where he had worked that he would have welcomed a Chinese "army of occupation" rather than condone the pattern of brutality and repression he saw all around him. Neither man was a nationalist; from vastly different perspectives, each saw the present as a drastic falling-off and Scotland as a distorted version of what it had been.

The myth of the Golden Age still means something in Scotland; it has a specific historical and cultural

location: the Reformation, the Unions of 1603 and 1707, the "Patriotic Acts", Culloden, dismantled one of Europe's foremost cultures. For Gibbon and Gunn, the First World War seemed the final apocalypse.

Both were romantics of the embattled and chastened generation that inhabited the European wasteland after the war. Unlike Eliot and Pound, more like Yeats, they turned not to the fragments of civilization and myth left by war, but to the deepest roots of that civilization, the "dark gods", the "great memory" of a mythic past. The Scottish Renaissance followed the modernist movement in its search for mythic wholeness - Gunn, Gibbon, Naomi Mitchell, William Soutar, even (sceptically) Hugh MacDiarmid; the difference was that the mythic apparatus remained entire, native to Scotland, though distorted and buried by modern conditions. Gibbon, isolated from his countrymen in the bourgeois comfort of Welwyn Garden City, worked through the mythic nostalgia of *Sinset Song* to the harsh communism of *Grey Granite*. Gunn, unimpressed by politics, had at least the memory of a rural childhood and society he had loved.

Whatever their differences in attitude and method, and for all their dislike of MacDiarmid's chauvinistic nationalism, Gibbon and Gunn were convinced that Scotland, its life and people, had taken a wrong turning. Douglas Gifford brilliantly traces that conviction back to its source in the Scottish Renaissance of the 1910s and 1920s. Gunn has said: "Our river took a wrong turning but we haven't forgotten its source." Gibbon was closer to believing that the source had been muddled forever and lost himself in dreams of social revolution, despite the Leninist rhetoric, though, Gibbon shared Gunn's conviction that there was still an inner, innate core of goodness out of reach of the perversions of modern rationalism, guilt and violence. In their search for it, they produced some of the most important fiction of the century, work that belongs, as Douglas Gifford shows, in a European, and not just a provincial, context.

Brian Morton

## Musical showpiece

Herfordshire County Youth Orchestra and Choir. Barbican Centre, September 4.

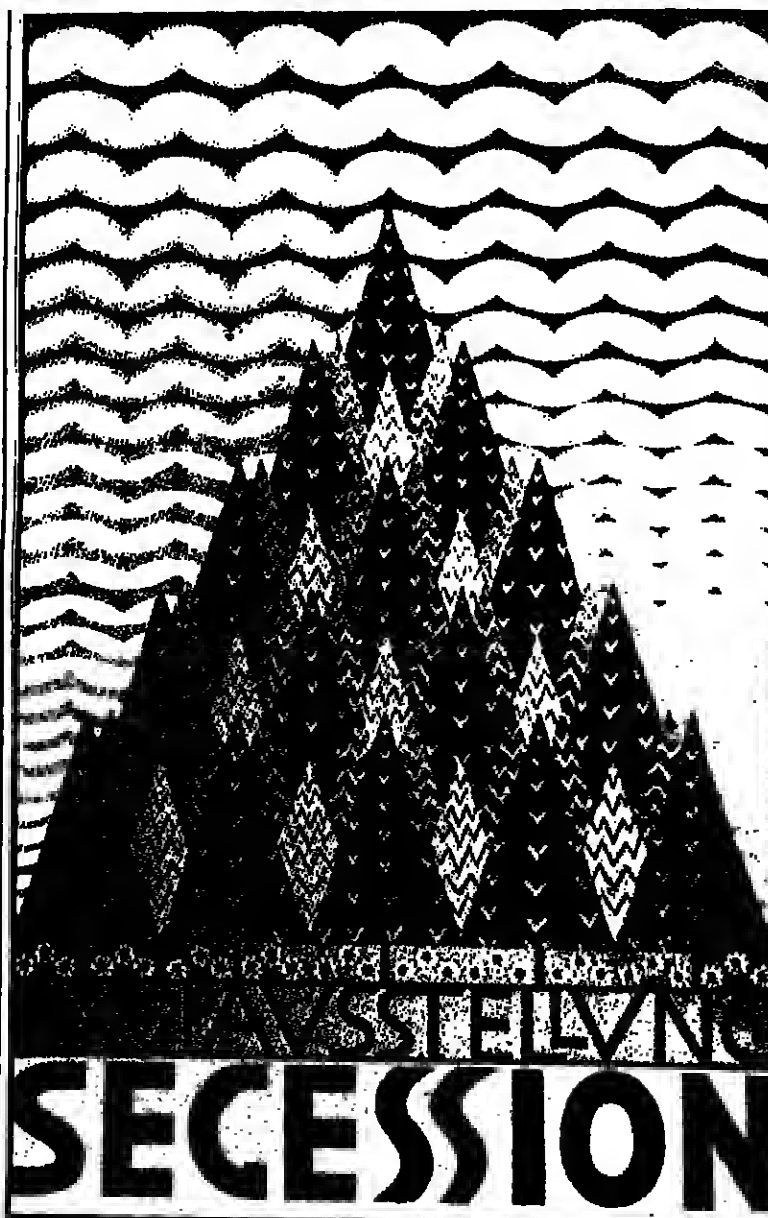
The Herfordshire Youth Orchestra, no stranger to prestigious venues as far apart as the Royal Albert Hall and the Palace of Culture and Science, Warsaw (where it was invited to perform at the International Society for Music Education conference in 1980), has now achieved the distinction of being the first youth orchestra to appear at the Barbican. A "safe" programme including Elgar's *Cockaigne* Overture and Holst's *The Planets* might have been an unwise choice for an amateur orchestra, as the better known work the more likely the comparison with a professional performance. Yet both these works are ideal showpieces for young players, providing opportunities for strings, brass, woodwind and percussion to work together as whole orchestra, to ensemble and as soloists. Of the two, both conducted by guest conductor Anthony Hopkins, *The Planets* was the more successful, with the orchestra at its most effective in the swift, dazzling *Mercury*, the tentative *Saturn*, *Bringer of Old Age*, and the swaggering *Uranus*, the *Marsian*; despite the contrasts in tone-colour afforded by the composer's skilful use of instruments such as glockenspiel, celeste, bass flute and harp, in some of

the other movements there could have been more dynamic contrast.

The programme opened, a little hesitantly, with *Cockaigne*, Elgar's very Edwardian view of London with its bustling streets and elegant parks, its peace disturbed by nothing more offensive than a military band. The string sections played more confidently in the interesting centrepiece, Tippett's *Concerto for Double String Orchestra*, the work which established the composer's reputation in 1939. This is an attractive work for young performers featuring syncopated, jazzy rhythms (first movement), spare angular writing for solo violin (second movement), and a wistful folk melody reminiscent of Vaughan Williams' (third movement) giving prominence to the lower strings.

In the words of John Westcombe, the orchestra's resident conductor and county music adviser, this orchestra is the shop window for youth music in Herfordshire; however, to achieve a place in it, children must be involved in music-making at the earliest level (in the classroom) and have the opportunity to join the school orchestra which forms the training ground for the county's star players. Few may eventually be chosen, but at least Herfordshire does not forget the many.

Philippa Davidson



Poster by Ferdinand Andri for the twenty-sixth Vienna Secession exhibition, 1906. On display in "Vienna 1900" at the National Museum of Antiquities of Scotland until September 25.

## Viennese whirl

Patrick Carnegie on music at Edinburgh

"The function of art is to upset the simple platitudes by which men live, to reveal the elemental chaos in which human life must be spent." Thus the all-too-little known Viennese anti-journalist Karl Kraus, whose aphorism might stand as motto for the 1983 Edinburgh Festival where John Drummond, the retiring director, has taken "Vienna 1900" as one of the two major themes. The other is "Man and Music", meaning the relation between them in all those countries of Asia, Africa, the Americas and Oceania in which music is not an aesthetic experience but a way of life - if the right tunes aren't played at the right times then the crops fail and society crumbles.

So Edinburgh this year is more than a festival of the arts, for it invites the visitor to ponder their relation to the societies that produce and experience them. Mr Drummond's skilful programming offers during juxtapositions. Thus the opening concert by the Philharmonia Orchestra, under Andrew Davis inverted history by playing Alban Berg's *Three Orchestral Pieces* of 1915 as a prelude to Beethoven's Ninth Symphony. This is called plunging in at the deep end, and it plainly wasn't to the liking of those in the audience who reject a priori the notion that to listen to Beethoven through the music of his great successors is to do so with sharpened perception.

Two concerts by the London Symphony Orchestra, under Claudio Abbado adopted a similar strategy. Schoenberg's expressionist movement serving as unnerving prelude to the *Briosa* Symphony, and Webern's *Five Pieces* for Orchestra to a concert performance of the second act of *Lohengrin*. Webern found himself illuminated from even more unfamiliar directions when the National Youth Orchestra of Scotland under Alexander Gibson sandwiched his *Six Pieces* for Orchestra between Men-

delsohn's overture *Fingal's Cave* and Ravel's song-cycle *Shéhérazade* with Isobel Buchanan as soloist.

But it was not enough for John Drummond to have put Schoenberg, Berg and Webern, those prickly composers of the Second Viennese School, in historical perspective, for he also introduced us to the very much more than worthwhile music of Schoenberg's teacher Alexander von Zemlin, a town of whose seven operas received powerful performances by the Hamburg State Opera. Students of the Royal Northern College of Music made a valuable contribution with a recital of Zemlin's songs. The visual and social milieu of the collapsing Austro-Hungarian empire left its mark on the composers, and this was captured in a superb exhibition organized by Peter Vergo. What I personally found remarkable here was the sense of Vienna facing both ways without always being clear which was which. The decorative mania of Secession artists like Klimt and Kolo Moser posed as radical and avant-garde, while in fact being no more than a sentimental cod to the nineteenth century. The fuss that was made of their work obscured the birth of developments; seeking structure and substance, which have been far more significant.

In a distinguished series of lectures, Schoenberg emerged as a painter of real stature, and Karl Kraus (whose play *The Last Days of Menckind* was brilliantly done by the Glasgow Citizens' Company) as an unanswerable critic of the media and its corruption of language.

The 1983 Edinburgh Festival will have afforded anyone lucky and energetic enough enough to have been able to get round it all an exceptionally intelligent view of an endlessly fascinating period - "Vienna 1900" was a melting-pot and mould of more of our world today than we might care to admit.

David Griffiths

## Orchestral high notes

The two weeks of daily lunchtime and evening concerts organized by the National Association of Youth Orchestras in the Central Hall, Tel Aviv, have now become established as an annual event and an integral part of the Edinburgh Festival Fringe. The standard remains as high as ever and no one need go prepared to make allowances for youth and inexperience.

This year there was an innovative for the opening concert the association played host to the youth orchestra of Greater Philadelphia, conducted by Joseph Primavera. The military precision and discipline of this orchestra's performance was quite remarkable and the young players generated an energetic excitement which threatened to stun the audience with the violence of its projection.

Musically, this treatment was more effective in Copland's *Billy the Kid* than in the prelude to Act 3 of Wagner's *Lohengrin* which was rather brutal and naive. However, Tchaikovsky's *Romeo and Juliet* was given a performance which could stand comparison with that of a first rank professional orchestra. The balance and clarity of the scoring was never obscured, the woodwind opening chords were immaculate, the pizzicato strings electric in their precision.

On the following evening the Glasgow Unitarian Youth Orchestra made music on a much smaller scale. Its ranks are somewhat thinner this year than they have been in the past but the quality remains high. Michael Tippett is an excellent leader, and the conductor, Clifton Remano, knows how to get the best out of his players. *Leaves* Berkeley's *Divergence* in B flat made a stylish opening to the concert. The lovely swirl of string tones, particularly in the cellos, showed that Tchaikovsky's *Serenade* in C major to young people's appetite for romanticism. Beethoven's *Eighth Symphony* generated a feeling of real excitement but the violins needed more practice and experience to maintain the necessary speed.

Cheltenham Brass made a useful contribution and once again the National Children's Orchestra proved how well they are getting ready to step into their seniors' shoes. North Yorkshire began very efficiently with Shostakovich's strictly functional *Symphony of Wind Instruments* and his *Five Pictures*. The playing testified to the rapport which Peter Maxwell Davies has always had with young musicians. However, the high point of the first half of the programme was Gustav Fintz's *Concerto for Clarinet and Strings*, a showpiece for the instrument which was a masterly performance by Alexander Allen, whose technical display had sympathetic support from the orchestra, led by Nicholas York and conducted by David Parkinson.

The Second Symphony of Shostakovich was played with all the gentle resolution of Boycott in his finest hour. So good was every section of the orchestra and so satisfying the overall projection of detail that one could have wished for closer attention to the composer's dynamic markings and less of a tendency to throttle back too soon.

Durham County showed much vigour and spirit in a programme which ranged from Mozart to Bartok in which the orchestra, conducted by Godfrey Hutchinson under the joint leadership of Marianne Wade and Gregory Lawson, was shown to best advantage in Haydn's Fourth Symphony. Strathclyde Solo Orchestra ended the series with a concert which put them on a par with the Americans. No youth orchestra could achieve less with Timothy Reynish as conductor. Dvorak's *9th* Overture brimmed over with the spirit of "festival", Shostakovich's First Symphony was performed with outstanding expertise. The *Serenade* by Dukas and Kodaly's *Hej János* Suite sustained the holiday spirit for the rest of the evening.

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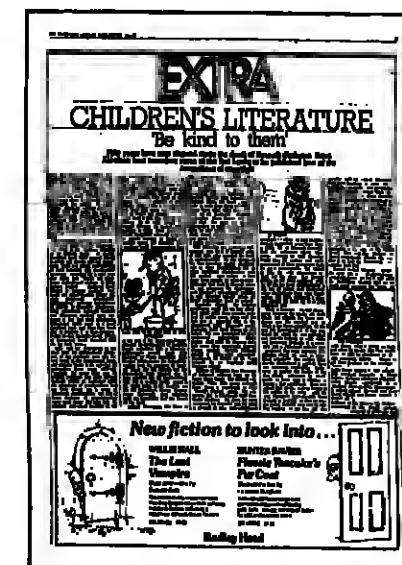
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**Leverhulme Report** A four page edited version of the final report of the programme. First published in the THES on May 27 1983. Price 25p



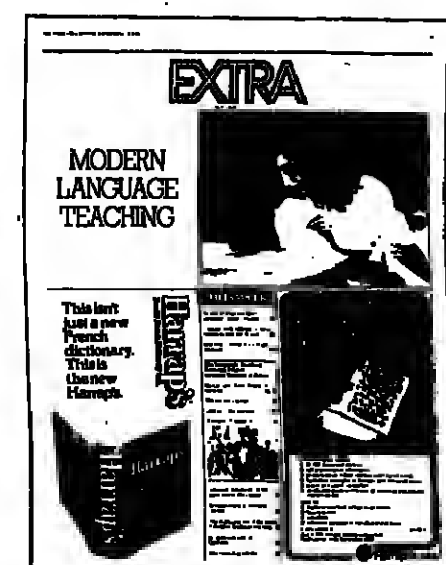
**Information Technology** An eight page report on the latest developments of IT in our universities, polytechnics and colleges. First published in the THES on June 17 1983. Price 80p



**Children's Literature** A 6 page reprint reappraising 'Wind in the Willows' and reviewing Leon Garfield. Reviewers include Brian Alderson and Charles Causley. First published January 1983. Price 50p



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## HEADSHIPS

HARLINGTON LOWER SCHOOL  
Weston Road, Harlington, Dunstable LU6 6PD  
From April 1984, Group 3

Applications are invited from suitably qualified and experienced teachers for the Headship of this Group 3 Lower School. Estimated number on roll April 1984: 132 children aged 4-8+ years.

KENS WORTH J.C. LOWER SCHOOL  
Common Road, Kensworth, Dunstable LU6 6RH  
From April 1984, Group 3

Applications are invited from suitably qualified and experienced teachers for the Headship of this Group 3 Lower School. Estimated number on roll April 1984: 88 children aged 4-8+ years.

SOUTHILL LOWER SCHOOL  
Church Road, Southill, Biggleswade, Beds. SG18 9JA  
From April 1984, Group 2

Applications are invited from suitably qualified and experienced teachers for the Headship of this Group 2 Lower School. Estimated number on roll April 1984: 58 children aged 4-8+ years.

CAMPTON LOWER SCHOOL  
Rectory Road, Campton, Bedfordshire SG17 6PF  
From April 1984, Group 1

Applications are invited from suitably qualified and experienced teachers for the Headship of this Group 1 Lower School. Estimated number on roll April 1984: 44 children aged 4-8+ years.

Application forms and further details available from the Chief Education Officer, County Hall, Cauldwell Street, Bedford MK42 9AP.  
Closing date: 30th September, 1983.

Bedfordshire

## COVENTRY CITY COUNCIL

### Primary School Headships

Applications are invited from experienced teachers for appointment to the following Primary Schools:—

ERNESFORD GRANGE JUNIOR AND INFANT SCHOOL — GROUP 5  
JOHN GULSON JUNIOR SCHOOL (Re-advertisement) — GROUP 5  
(plus School Priority School allowance)

RICHARD LEE JUNIOR SCHOOL GROUP 5  
ST. MICHAEL'S C.E. JUNIOR AND INFANT SCHOOL — GROUP 4

Application forms and further particulars from Director of Education, New Council Offices, Earl Street, Coventry CV1 6RS  
Tel: 0203 26585 ext. 2104 returnable by 23 September 1983.  
Conveying automatically disqualifies.

An equal opportunity employer

## Primary Headship

Group 1  
Dorrington C.E. (Aided)  
Primary School, Shrewsbury

The Headship will become vacant at the beginning of the Spring Term 1984.

Application forms and further particulars (send 5p) from J. Boyers, BA, County Education Officer, Educational Department, Shirehall, Abbey Foregate, Shrewsbury SY2 6ND, to whom they should be returned by Tuesday, 27th September, 1983.

Shropshire County Council

## NURSERY EDUCATION

continued

KNOWSLEY METROPOLITAN COUNCIL  
KNOWSLEY  
ST. COLUMBA'S RC NURSERY SCHOOL  
Nursery School, Knowsley, Liverpool L36 8SL  
(439 600 and 010)

Required: 20 places for 2 years old. Nursery Teacher. To take charge of the Nursery Unit. Preference will be given to a person holding the Certificate of Education.

For application form and details, apply to the Director of Education, Knowsley Metropolitan Council, 100 Victoria Road, Merseyside L86 3YH.

Completed forms should be returned to the Head of the Nursery Unit, St. Columba's Nursery School, Knowsley, Liverpool L36 8SL, by 10.00 am on 1st September 1983. (118477)

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## BERKSHIRE

KNOWSLEY METROPOLITAN COUNCIL  
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## ilea Inner London Education Authority

### HEADSHIPS

Applications are invited from suitably qualified and experienced teachers for the following headships:

**GAYHURST (I) SCHOOL**  
Gayhurst Road, London N16 3BN  
Vacant now. Roll 185 plus 50 in nursery. Burnham group 4 plus inner London allowance plus £201/276 social priority allowance.

**SOUTHMEAD (I) SCHOOL**  
Princes Way, W11, Wembley Common, W19  
Vacant now. Roll 185 plus 50 in nursery. Burnham group 4 plus inner London allowance.

**ROBERT BLAIR (JMI) SCHOOL**  
Stundell Street, (Caledonia Road), N7 2BL  
Vacant now. Roll 185 plus 50 in nursery. Burnham group 4 plus inner London allowance plus £201/276 social priority allowance.

**ROCKLIFE MANOR (JMI) SCHOOL**  
Bassett Road, SE18 2NP  
Vacant now. Roll 288. Burnham group 5 plus inner London allowance.

**WOODHILL (JMI) SCHOOL**  
Woodhill Road, SE18 5AA  
Vacant now. Roll 324 plus 50 in nursery. Burnham group 5 plus inner London allowance.

**ASHMOUNT (JMI) SCHOOL**  
Ashmount Road, E10 7JH  
Vacant now. Roll 155. Burnham group 4 plus inner London allowance plus £201/276 social priority allowance.

**GAYHURST (JMI) SCHOOL**  
Gayhurst Road, E10 7JH  
Vacant now. Roll 282. Burnham group 5 plus inner London allowance plus £201/276 social priority allowance.

**RUSHMORE (JMI) SCHOOL**  
Rushmore Road, E10 7JH  
Vacant now. Roll 250. Burnham group 5 plus inner London allowance plus £201/276 social priority allowance. The rebuilding of the existing JMI school is due to start in 1983. The new building will be open plan.

Please send application forms and further details to Education Officer, E10 7JH, Closing date for the return of completed application forms 23 September 1983.  
ILEA is an equal opportunities employer.

## LONDON BOROUGH OF BRENT Education Committee

**NORTHVIEW JUNIOR MIXED AND INFANTS' SCHOOL**  
Northview Crescent, NW10 1RD.  
(Roll: 223, Social Priority School)  
Required from January -

**HEAD TEACHER (Group 4)**  
Vacancy due to retirement. Previous applicants will be considered.

**KILBURN PARK JUNIOR MIXED SCHOOL**  
Kilburn Park, NW10 1RD.  
(Roll: 223, Social Priority School)  
Required from January -

**HEAD TEACHER (Group 4)**  
Vacancy due to retirement. Previous applicants will be considered.

**SYRON COURT JUNIOR MIXED AND INFANTS SCHOOL**  
Spencer Road, Wembley, HA9 3SF. (Roll: 407)  
Required from January.

**HEAD TEACHER (Group 6)**  
Application forms with further details (SAE) obtainable from Director of Education, PO Box 1, Chesham House, 8 Park Lane, Wembley, HA9 7RW, returnable by 15th September.

London Allowance of £287 per annum is payable. Grant is an equal opportunity employer.

Applications are welcome from candidates regardless of Race, Nationality, Ethnic or National Origins, Age, Marital Status, Sex, Sexual Orientation and from Registered Disabled Persons.

Brent is fundamentally committed to Multi-Cultural Education.

**ST. JOSEPH'S R.C. (AIDED) J.M. & I. SCHOOL**  
(Roll 343) St Mary's Lane, Upminster RM14 2QB  
Applications are invited from practising Roman Catholics for the post of:

**HEADTEACHER GROUP 5**  
Required for January 1984.

Removal expenses are payable in approved cases. Application forms and further details available from (s.a.e. please) Chairman of Governors, St. Joseph's R.C. J.M. & I. School, St Mary's Lane, Upminster RM14 2QB to whom completed applications should be returned by no later than Wednesday 21st September 1983.

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## PRIMARY HEADSHIPS

### CAMBRIDGESHIRE

#### NORWICH COUNTY

##### WATFORD SCHOOL

Watford Road, Watford, Herts. WD17 1JH

Applications are invited from suitably qualified and experienced teachers for the post of:

**HEADTEACHER (Group 4)**

Required for January 1984.

Application forms and further details available from (s.a.e. please) Chairman of Governors, Watford School, Watford Road, Watford, Herts. WD17 1JH, returnable by no later than Wednesday 21st September 1983.

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Applications are invited from suitably qualified and experienced teachers for the post of:

**HEADTEACHER (Group 4)**

Required for January 1984.

Application forms and further details available from (s.a.e. please) Chairman of Governors, Watford School, Watford Road, Watford, Herts. WD17 1JH, returnable by no later than Wednesday 21st September 1983.

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EXTRA

# Normal experiences?

Mark Vaughan on parents and integration



"She isn't protected from the outside world now that she's in the local infants school, and that is just what we wanted. The greater the chance she has of taking part in so-called 'normal' society as she grows up, the better. Yes, we do make a direct connection between this ultimate goal of some kind of normality for her later on, and out seeking an integrated education now. We think that ordinary schools, rather than special schools, make achieving that goal much more likely."

These comments are from the parents of Kirsty, a girl with Down's Syndrome, now aged seven, who is being educated in an ordinary infants school; behind the comments is a story of the struggle for a place in an ordinary school, and the enormous pressure on the parents, from the moment Kirsty was born, to expect everything but "normal" experiences for their child.

These and thousands of other parents were taught to expect exclusion away from "normal" children, from "normal" society; to expect a segregated school education alongside children with similar handicaps (most likely in an all-age school from pre-school to 19 years), and ultimately to expect that their child would not have the same rights or opportunities for self-fulfilment as other adults.

Knowledge about, and attitudes towards, Down's Syndrome and mental handicap are particularly revealing in the growing debate about how and where special educational needs should be met. Kirsty's parents soon discovered that their attempts to place her in an integrated playgroup at the age of three, rather than in the nursery at the level ESN(S) school, were going against popular, as well as professional, attitudes. The most devastating of these was shown early on by a senior hospital doctor who said - cruelly and inaccurately: "Don't expect her to live very long; don't look too far into the future as far as your life with Kirsty is concerned."

If support for the principle of integration in education rests on the rights of handicapped people to enjoy the same rights as non-handicapped

people, then it follows that the opportunity to do so should arise within the community. If the barriers of ignorance, fear and prejudice are to be broken down, barriers which ultimately lead to discrimination and a refusal to accept handicapped people as full members of society, then it is vital that people with disabilities are not removed from society.

The questioning of traditional assumptions about handicap, and the few, but significant moves being made to avoid labelling children in the traditionally narrow sense, have led to a variety of changes which the Warnock Committee looks at and reported on in 1978, and which allowed those drafting the 1981 Education Act to state for the first time in education law (admittedly, with a number of provisos) that handicapped children must now be educated in ordinary schools.

There are now a slowly growing number of integration "schemes" some involving one child being fully accepted into the ordinary school, others involving the permanent transfer of a dozen or more children with special needs from a local special school.

The reasons for integration beginning in an area are varied: it could be pressure from one parent or a group of parents who want an ordinary school setting for their handicapped children; it might be the decision - and vision - of a headteacher wanting to stop excluding certain children from his or her school; or it may be new local authority policy backed by a chief education officer's report which influences the education committee, the boards, governors and teaching staff.

What is clear is that methods of educating children with special needs in an integrated setting, for part or all of the time, which would have been considered impossible, or even outrageous just a few years ago, are now daily practice in many ordinary schools up and down the country. But as with other aspects of the education service, what is considered acceptable in one area is rejected in another, hence the new patterns of integration

schemes now reveal enormous differences in the way that schools, i.e. a.s. approach what are essentially the same "problems". Success for parents who are seeking an integrated education for their handicapped child will depend very much on where they live, something confirmed by a survey of local authority policy and practice published in April 1983 by The Spastics Society Centre for Studies on Integration in Education (CSIE) and the Advisory Centre for Education (ACE).

Integration, or a reduction in the exclusion of children with disabilities from ordinary schools, is still at an early stage - 81 per cent of children with disabilities are still in special schools (DES, 1982). Change is understandably slow, not only because of past patterns of capital investment and career structures, but also because the original establishment patterns of segregating handicapped children for their education, can be traced back to the turn of the century or even earlier.

The DES statistics show a growth in the special school population expressed as a percentage of the total school population from 0.75 per cent in 1950 to 1.39 per cent in 1978 (although this latter figure rises to 2.18 per cent if children who have been accepted as handicapped and placed in special classes or are awaiting special placement, are included). The actual figures involved are:

	1950	1978
Special school pop.	47,000	133,000
School pop.	6,315,000	9,660,000
% in special schools (DES statistics)	0.75	1.39

Ordinary primary and secondary schools have, for many years, been prepared to continue excluding a small minority of children from the normal range of activities. And DES statistics show that the growth in numbers in special schools may have levelled off in some local authorities.

## Normal experiences

continued from previous page

disturbing new trend over the last few years is the rapid expansion of another kind of "special" education: units for so-called disruptive children.

The lack of basic rights, restricted access to the curriculum, absence of appeal, and the unlikelihood of return to mainstream education, are just some of the causes for major concern over this new development by which schools redefine their norms and dictate the exclusion and exclusion of yet another group of children.

The Government-sponsored three year study into integration in practice in England and Wales by the National Foundation for Educational Research, which reported in October 1981, concluded that much more successful integration could be taking place in ordinary schools than is happening at present. It also found that integration enhanced and strengthened an ordinary school's provision for all its pupils; that 97 per cent of teachers were in favour of it continuing in their ordinary schools, and that these schools promoted a more realistic acceptance of an individual's handicap. Parents of both handicapped and non-handicapped children wanted integrated education to continue.

The role for parents, of course, is central to the procedures brought in under the 1981 Act. Possibly the greatest breakthrough in the new law is the comparatively late decision by the Government (February 1983) to force all education authorities, and the professionals working for them, to open up information for parents: all information which local authorities help in making special education decisions on a child must be contained, verbatim, in the statement (record), a copy of which is given to parents. Complex, but democratic procedures

for finalizing the content of the statement, also favour the parent.

The first signs of how the law is being implemented since it came into force on April 1 are not only of opposition to change, but considerable confusion on the part of education officers whose task it is to introduce the new procedures at a local level. Centres such as ACE, the Children's Legal Centre, CSIE and the Voluntary Council for Handicapped Children have all reported a number of examples of incorrect interpretations of the law. They include:

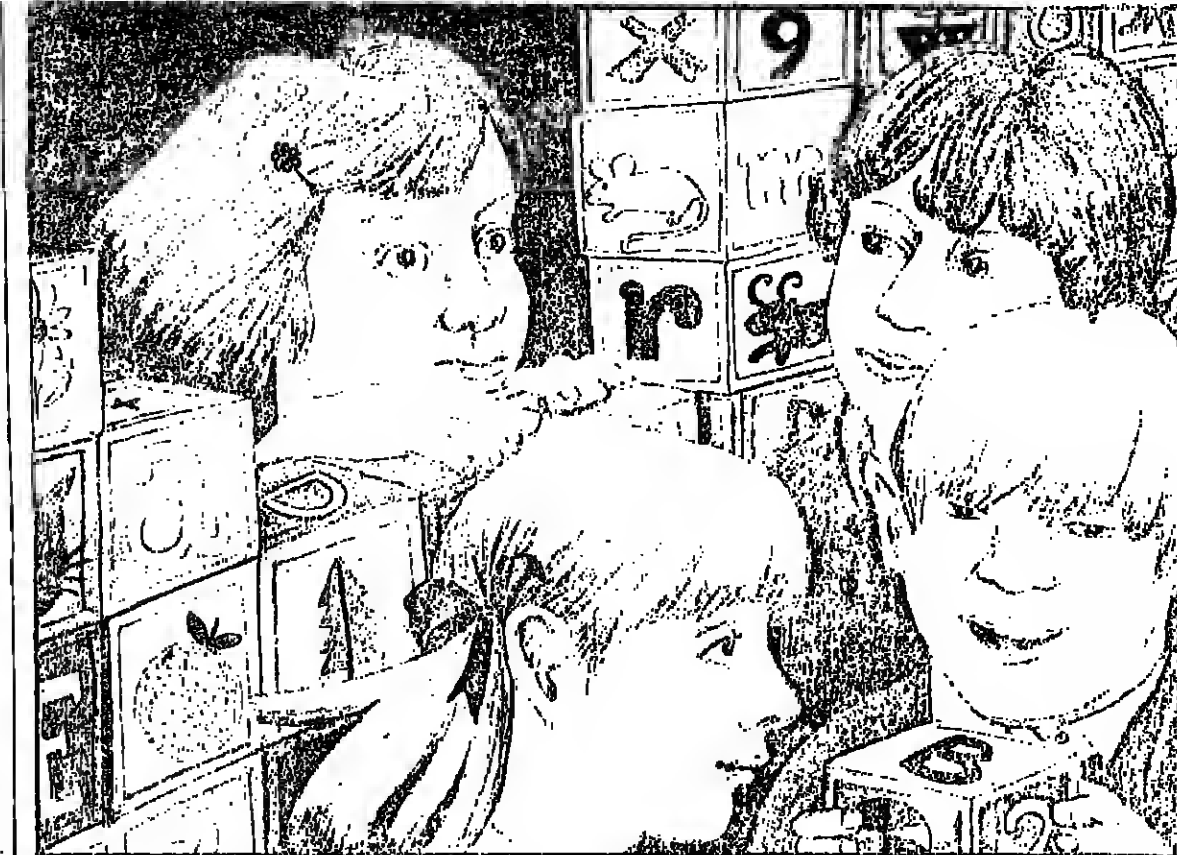
① Parents do have the right of appeal under the 1981 Education Act during the assessment process right up to the point before a Statement is actually compiled on their child; several local authorities have told parents that they do not have the right of appeal because they come under the 1981 Education Act.

② Parents are being told that they must accept a temporary placement for their child as part of the assessment process; this is not true, parents can veto a temporary placement.

③ Local authorities are also simply refusing parental requests for assessments on the grounds that this is a transitional period until April 1, 1984; this is incorrect, and they must respond to such a request.

④ Some local authorities are saying that they only have to compile statements for children who are already in special schools; again this is incorrect, since the law clearly says that a child for whom a statement will be compiled will be one who is receiving education that is "different from" that generally provided by the authority for children of that age.

The ACE/CSIE survey also found that the majority of local authorities do not envisage any changes in their existing segregationist policies over the next few years. Instead of a re-examination of these policies, which is clearly implied by the act and the regulations, implementation of the new law, it seems, is being confined to the



complex assessment and Statement procedures, and to the role of the professionals.

The immediate picture ahead then, is a gloomy one; local education authorities in the main want to stall, or implement the law in only a minimal way. The vast majority of professionals are firmly opposed to opening up information to parents to the degree they are now being told to; parents themselves are all too often ill-equipped to take hold of the new legislation with the same ease as the professionals and carry out the all important task in

this first year of operation of making their voice heard as the new ground rules are established.

Parents and their advocates should make no mistake: this piece of legislation will set the pattern of special education for the next ten years at least, and the balance of power still lies firmly with the professionals and the education authorities.

Useful addresses:  
For information and publications about the 1981 Education Act, about integration in practice and the work of the following organizations:

CSIE, The Spastics Society, 12 Park Crescent, London W1N 4EQ.  
Advisory Centre for Education (ACE), 18 Victoria Park Square, London E2 9PB.  
Children's Legal Centre, 20 Cockspur Terrace, London N1 3UN.  
Voluntary Council for Handicapped Children, 8 Wakley Street, London EC1V 7QE.

Mark Vaughan is Co-ordinator, Centre for Studies on Integration in Education (CSIE) at The Spastics Society.

## Geographical differences

continued from previous page

- Guidelines to schools on the act
- Letters to parents
- Notices of assessment
- Improved assessment procedures
- Involvement of other professional agencies
- Statement procedures
- Appeal procedures

Other areas of administrative concern would also need to be considered before an efficient organization could exist. These responsibilities are basic to the implementation of the act and in no way lead to automatic improvements in fulfilling the special educational needs of the pupils.

The National Association for Remedial Education recently wrote to all authorities, requesting information about action taken to implement the act. We have received 40 replies representing 22 county authorities and 18 metropolitan districts.

On analysis those who replied fall into two categories: 30 who have already developed complete documents covering all the areas of need and 10 who have issued little information on any of the seven major areas or who are not yet ready to declare the steps taken.

This second group does represent only 25 per cent of local authorities who have replied, but it must give a clear indication of the breadth of difference between areas. It could mean that the effectiveness of provision for each child will still depend on geographical location.

Although it is difficult to formulate an overall picture from an examination of these replies, it is clear that the authorities keenest to use the act for further development of resources were the first with guidelines on assessment procedures and in-service training for all headteachers and support services.

If the act is to bring into practice the best recommendations from Warnock, the five stages of assessment must be encouraged with the participation of parents at the earliest stage and an adequate level of support to assist teachers in ordinary schools. These are areas where schools must use the "co-ordinator" for special educational needs to improve the provision for pupils and to act as a link between the specialist on learning difficulties and teachers who may be asked to accept responsibility for this work for the first time.

All these considerations will demand more resources for in-service training if success is to be achieved.

Many of the replies referred to setting up courses but, unfortunately, they were not mentioned in a number of returns. This may be due to a shortage of specialist advisory services capable of fulfilling such a role. The use of the new 3/83 courses will help to provide extra teachers with awareness of need but this can, at the present level of provision, only cover a minimal number of teachers.

Authorities must face up to a programme of extra training with a planned level of involvement in order to give the required expertise and career structure.

Very few authorities mentioned extra provision for pre-school children with special needs. This is a vital area where parents need guidance and children with special difficulties must be given skilled help if they are to enter the school system successfully at the age of five. A few authorities mentioned that their support services had been increased to cover this area and requests for extra educational psychologists have already been made.

Similar worries are being voiced in the 16 to 19-year group. We have accepted for too long that "education" for the majority of children with special educational needs ceases at statutory school-leaving age. Very few colleges have been able to offer further education for pupils leaving school with a minimum of educational competence.

It is easy to express dismay at each report on the level of adult illiterates without questioning the probable causes. The vast majority with attainment levels too low for extra training or leisure-time enjoyment have passed through our school system without sufficient attention being paid to their total needs. Warnock did stress them but the new act does not place sufficient emphasis on the need to produce a course designed for a growing section of the population not suited for MSC schemes or technical initiatives. It will, therefore, become the responsibility of all authorities to decide how their total provision can be extended to cover the demands of the pupils concerned.

Most authorities are now going through this embryonic stage. The lack of extra resources may cause some bold plans to be held back at a time when the climate is right for a broad implementation of the philosophy behind Warnock.

RS Bushell is a Remedial Adviser

## Icing on our lives?

Patricia Rowan reviews books in the Human Horizons series

**Disability, Theatre and Education.** By Richard Tomlinson. £7.95 285 64962 0. £4.95 285 64963 9.  
**Music for Mentally Handicapped People.** By William Wood. £7.95 285 64968 X. £5.95 285 64967 1.  
**No Handicap to Dance: Creative Imagination for People with and without Disabilities.** By Gina Levete. £5.95 285 64966 3. £4.95 285 64961 2.  
Souvenir Press. Human Horizons Series.

Can it be dismissed as therapy, to bring dance and drama, music or mime, to disabled people as much as creativity? Or "isn't this just" as well-meaning people tended to ask Gina Levete, "icing on the cake?" Her comment in *No Handicap to Dance*, that the question is indicative of the attitude towards socially disadvantaged people, gets right to the heart of the matter. "Nobody questions you or me as to whether an evening at the pictures is just icing on our lives."

The simple message is that people handicapped by disability or disadvantage need the arts in the same way as the rest of us, probably more, given other restrictions on their lives, and that some positive action is needed to open up access. This well-conceived Human Horizons series from Souvenir Press does more than show the way. All three of these books have practical advice on how to do it, for those offering creative support as well as sym-

pathy. The two on dance and theatre add something more for a wider readership, in dramatic and inspirational accounts of experiences that provoked amazing developments. Plainly rehabilitation and breaking barriers are only part of the story, in which fun, self-respect, stimulation, enlightenment, relaxation, self-expression - even power - may be part of the payoff.

Richard Tomlinson's *Disability, Theatre and Education* opens with the uncompromising brutality and tragic force that provided the inspiration for his Graeco theatre company, run with a group of disabled actors and actresses.

Working with disabled students at Hereford College, Coventry, and talking with one about that moment of fate when he dived into the sea, hit a pier block, and came out paralysed, Tomlinson seized on the sudden sense that something was going dramatically wrong, the preoccupation with detail, the confrontation with cruel chance that would change life irrevocably and immediately. He boldly reconstructed this traumatic personal event, with its unbearable tension, into real theatre of immense strength and electric spontaneity.

What emerges most tellingly, as the students grew out of the "didn't he do well, considering" sort of show into a performance acceptable in its own right as a piece of theatre, is the revolutionary shift in power towards the disabled performer that this effects. Society, ns



Illustration from "Physical Education for Handicapped Children", which will be published later this month as part of the Human Horizons series

Tomlinson observes, expects his crippled members to act crippled (but, he points out, "Does He Take Sugar?" syndrome) to accept a passive and submissive status. If instead they become initiators, actively stating their case, using satire, lampooning stereotypes, issuing bitter challenges to doctors and politicians, they win respect and respect, as does the audience. This in turn breeds confidence and self-respect, as does the experience of responsibility and taking so rarely allowed to the disabled person.

Not everyone working with disabled people will follow Tomlinson all the way, but they will be left in no doubts as to the power of theatre can open.

This is less true of Miriam Wood's *Music for Mentally Handicapped People*, aimed more directly at the

continued from previous page

- including parents and music therapists - working with them. Though sensitive and aware of "the importance of relating", it really boils down to a useful collection of check-lists on planning and goals, and practical advice on instruments and rooms which leaves you wondering whether the experience can be any more creative than the well-meaning prose.

Gina Levete, on the other hand, has an even more astonishing story than Tomlinson to tell. Trained as a dancer, it was a chance encounter with a spastic boy when she was out with her own small daughter that sparked off her desire to teach dancing, or at least creative movement, to handicapped people.

Her aims remain simple - "to show how anyone can be encouraged to use their bodies and imagination to the full, be creative, relax, have fun" - but she had a lonely fight to be allowed to bring fun to spastic and thalidomide children, and later to hospital and psychiatric patients, the elderly, prison inmates.

It is a moving, humorous and philosophical account; modest too, considering its story of an ex-dancer who learns how to raise funds and be an administrator, as well as gathering together people from other arts to form Strape, an organization that - like a sort of hip, but seriously under-funded "mini-Arts Council" - brought the healing role of the performing arts to creatively deprived pockets of the community.

The book ends as she moves on to set up her own international information exchange network. Inter-link, to share her ideas on a wider scale. She counsels anybody who wants to do the same sort of work that "a love of their craft, ease of communication, flexibility and an intuitive sensitivity to other people are the qualities needed", and provides a list of all the useful organizations she had to discover laboriously for herself. But her belief that "if you really want to do something it is usually possible to do it" is probably what matters most to disabled and able-bodied alike.

## Talking aids

A small electronic box which can "talk". Convid is an invaluable new classroom gadget for children with speech difficulties. The first of its kind using a human voice, it speaks simple sentences at the touch of symbols which are printed on a square plastic overlay over the corresponding controls.

Battery-operated and portable, it can be programmed for up to 256 different words, the selection depending on how it is to be used. There are four standard programs containing the most useful words in school, medical, travelling and shopping situations. Others can be devised specially and in any language.

The box has been developed by the Bio-Medical Engineering Department of Sussex University in conjunction with Professor Zita Albes, a child psychologist who has worked extensively among children with learning difficulties.

A big advantage is that the device is suitable for children - and adults - with many different kinds of defects, including the deaf, blind and spastic. It requires no spelling or typing ability and attachments can be made for anyone with insufficient manual control.

Convid is being made to order for under £500. Details from Watchme Ltd, 5 Paradise Drive, Eastbourne.

Gillian Thomas

This month the Handicapped Persons Research Unit is to mount a major travelling exhibition called "Microfair - Electronic Aids for the Handicapped". On display will be prototypes, devices, systems and software for the handicapped and disabled people. The exhibition will be at Newcastle upon Tyne Polytechnic from September 12-16 and at Sheffield Polytechnic from September 26-30. It will be in Coventry and London during October and in Cardiff and Edinburgh during November.

Further details from the Handicapped Persons Research Unit, No 1 Cane Lane, Newcastle Upon Tyne Polytechnic. Tel: 0632 - 664061.

EXTRA

## NEW BOOKS FROM HEINEMANN

### Real Life Reading Skills

Edited by JIM McNICHOLAS

Written for the reluctant reader who needs to develop social skills outside the classroom. The exercises cover a wide range of everyday reading situations - reading signs and labels, filling in forms, reading newspapers and use of reference materials. Excellent use of facsimiles and illustrations provides a sound and useful approach to helping young people cope with everyday life.

128pp illustrated Pupil's Book £2.25 Teacher's Set £2.95

### Real Life Maths Skills

Edited by COLIN ASHBEE

A companion volume to *Real Life Reading Skills* this book is designed to put mathematics in the context of daily usage. The sections covered are: using a calculator, daily expenses, managing money, money savers, leisure maths and basic skills and reference. Well designed and illustrated exercises carefully guide the reader through the main areas in which an understanding of calculations and money will be needed in everyday situations.

128pp illustrated Pupil's Book £2.25 Teacher's Set £2.95

### Ships

CLIVE BOOTH

A fascinating new book on the history of ships written specifically for 14-16-year-olds with reading ages of about 8-9.

The easy-to-read text is broken up and enlivened by numerous illustrations. A wide variety of exercises are also included and paragraphs are numbered throughout for easy reference.

80pp illustrated limp £2.25

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FIONA REYNOLDS

A third book, following *War at Home* and *War in Europe*, in the very successful series on the Second World War for pupils up to 16 years with reading ages of 8-9. All three books aim to provide historical material that is stimulating and mature in content while being simple to read.

80pp illustrated limp £1.80

For inspection copies or further information, please contact (no stamp required):  
**Heinemann Educational Books**  
Freeport EM17, 22 Bedford Square, London WC1B 3BR



EXTRA

## A teaching approach to learning difficulties

How can teachers develop a curriculum within a school which minimizes the learning difficulties of pupils? Tony Booth on a course which seeks to answer this question

Over the last few years educators in Scotland have advocated considerable changes to the organization of support for children with learning difficulties in ordinary schools. Their suggestions echo the call for remedial education across the curriculum prescribed in England and Wales at least since the Bullock Report of 1975. The novel feature of developments in Scotland is that they are being implemented in some places as part of a coordinated, region-wide policy and are supported by national guidelines and new forms of training.

Working models which involve the abolition of distinctions between ordinary, remedial and special education, advocated within the Warnock Report, are now beginning to emerge. The suggested changes are linked to two familiar views about the origin of pupils' learning difficulties and the way these should be remedied.

Most learning difficulties, it is argued, are a consequence of the narrow focus of a school curriculum frequently geared to only those pupils who share the background and aspirations of the teachers.

Traditional remedial education operates as a casualty service for those who choke on the inappropriate educational diet on offer.

Remedial classes for children with "chronic" problems run provide a different, possibly stigmatized, curriculum which is often dominated by "basic skills" teaching. The pupils involved may lose contact with the academic and social life of the school and transferring back to the mainstream becomes increasingly difficult. While a withdrawal system from mainstream classes can overcome some of these problems, it is notoriously difficult to link work done in withdrawal groups with class work and such an approach can contribute little to prevention.

In 1978 HMI in Scotland published a progress report on children with learning difficulties, following a national survey into remedial provi-

sion. They made a series of recommendations.

They suggested that the flexibility of the curriculum in ordinary schools could be enhanced by the twin approach of curriculum development and team-teaching between remedial specialists and class and subject teachers.

Mixed-ability learning and teaching was to be extended and the withdrawal of pupils kept to a minimum. Special attention was to be paid to transfer between primary and secondary school.

A principal remedial teacher with the same status as heads of subject departments was to be appointed to a group of schools consisting of a comprehensive and their feeder primaries.

While the remedial specialists were to have a special role in fostering team-teaching and curriculum adaptation, the headteacher was to ensure that all staff took responsibility for the learning difficulties experienced by pupils in their classes.

Finally, each L.E.A. was to designate a coordinator to foster these policies and ensure that remedial staff were distributed according to need.

Following this report some local authorities introduced changes with striking alacrity.

In five they set out annual targets for implementing the Scottish Education Department plan. All separate remedial classes were abolished by August 1981 and they devised plans to reorganize the first two years of

secondary school by increasing block timetabling and emphasizing project work. A number of specialist curriculum-development groups were established.

In Grampian 180 new remedial teachers were appointed according to need. Float teachers now operate between primary and secondary schools. A major shift in practice has occurred away from withdrawal groups and classes towards team-teaching. Interesting developments have begun to emerge in a wide variety of curriculum areas: French, cookery, science, geography as well as English and maths. The reforms are tied in deeply with a comprehensive philosophy of education and cannot be regarded as experimental, to be dropped at the first sign of failure. On the contrary, educators in Grampian have been attempting to overcome the problems that have inevitably arisen from the consequent adaptations in the day-to-day lives of teachers.

I documented the policy initiatives in Scotland in "Eradicating Handicap", Unit 14 of the Open University course *Special Needs in Education* and they were the subject of one of our television programmes (TV7 *Pack Up Your Troubles*). As a result of this contact we were asked to produce a short course for the Grampian Region to assist teachers in implementing the reforms.

The course will be related to two major questions: how can teachers

develop a curriculum within a school which minimizes the learning difficulties of pupils? How can remedial specialists and class and subject teachers organize effective team-teaching?

At the very start of our discussions in Grampian we agreed that the course should be made for general use throughout Scotland and the rest of the UK. Film and case-study material will be gathered in a number of L.E.A.s north and south of the border and will reflect the multicultural nature of our schools.

We envisage groups of remedial and class and subject teachers drawn from a secondary school and its feeder primaries working together on the course, devising strategies to improve their own teaching practice. Such considerations will inevitably lead them to consider the forms of organization and management in their schools and L.E.A.s which help or hinder the changes they wish to make.

The course will be approximately 40 hours in length, including reading and activities, and will be divided into 20 sessions.

Each session or group of sessions will be built around a series of sub-questions such as: why should teachers change their approach to children with learning difficulties? Under what circumstances should pupils with learning difficulties be withdrawn from mainstream lessons? How can the transfer between primary

and secondary schools be managed so as to minimize the learning difficulties of pupils? How can teachers work together to plan, teach, review and assess their lessons? What part does assessment play in reducing learning difficulties of pupils? How can school be organized so that learning difficulties become the responsibility of all teachers?

Videotape at classroom level will form a substantial component of the course. It will be used for playback facilities and will be supported by further information.

We will illustrate a variety of approaches at primary and secondary level, emphasizing an innovative range of geographical curricula which emphasize city and home space as well as areas: oral history projects, language teaching which includes children.

We intend to produce a curriculum studies on the basis of curriculum for all.

We cannot issue a precise prediction of the way the material should be used. We have discussed one approach which starts with two study units of the material covered in two intervals within a single term. The people may prefer to spread sessions over two terms. Moreover, may be used independently with an audience wider than those coming to the whole course.

We are in the process of agreeing with a number of L.E.A.s with the material can be developed. We intend to produce a version for use in Grampian by end of the next school year and published course generally available the following year. We will be on the materials with representatives of L.E.A.s in England and Wales national DES course in the spring, 1985.

Tony Booth is a lecturer in Education at the Open University.

## Life skills

June McNaughton discusses a health education programme for slow learners



**Fit for Life**  
Level 1, teacher's notes, 24 preface masters, 18 pupils' cards, £17.95.  
Level 2, teacher's notes, 94 photocopy masters, £12.95.  
Level 3, teacher's notes, 166 photocopy masters, £12.95.  
A Schools Council Health Education publication.  
Macmillan Education Ltd.

"Joe is a teenager who smokes 20 cigarettes a day. His mother smokes, so do all his friends - except for his girlfriend Jill. Joe would like to give up smoking as Jill disapproves; also he finds the habit costly. He has tried to give up before but found the company of friends enjoying a smoke weakened his resolve."

"Helen is a slim 14-year-old who eats very little because she believes she is fat. Most days her diet consists of coffee for breakfast, cheese, crisps and an apple for lunch, fruit or yoghurt for supper."

Questions raised by case studies such as Joe and Helen are just some of the issues explored in *Fit for Life*, a Health Education programme for slow learners.

These new materials were produced in response to a growing demand for approaches which slow learners would recognize as relevant to their own circumstances. Much of the work centres on specific situations and case studies to help pupils explore the choices and decisions open to them in health matters.

The emphasis on helping youngsters to understand how we make decisions is an approach which has received considerable attention recently in the teaching of health and

"Norms" of behaviour

life skills. Although mastering "basic" academic skills is still thought to be important, it is increasingly recognized that to cope in tomorrow's very different world pupils need other skills and attributes.

They need basic day-to-day skills, abilities, know-how and decision-making to cope with life - and not just to "get by", but live life to the full and make the most of their potential. We want pupils to have self-confidence and self-respect, to be able to take reasonable care of themselves, live harmoniously with others and play a part in maintaining the environment.

This is what *Fit for Life* sets out to achieve. To do all this, pupils need more than "bare facts". Throughout our lives we choose actions that may have desirable or undesirable outcomes for our health. Health choices such as what to eat, whether to smoke or drink, how often to exercise, are not simply made on the basis of what we know. In practice, to know is not automatically to do. We know that drinking and driving can lead to loss of life; many do it. Children often know that running into the road can lead to injury - they still do it.

This is particularly true of slow learners who are often described as being "easily led" or failing to benefit from their previous "experiences", so how can we help them close the gap between knowing and doing? Facts go through a "filter" of attitudes, beliefs and ideas before we

act on them - and we also tend to put them into practice. Histories such as Joe and Helen offer pupils a chance to share his and feelings about the specific through recognizable situations. This relates them to their own circumstances. The materials also make discussion, role-play and project work to encourage active learning and up social skills.

Whatever the quality of the teaching we give to pupils a little of little use if it arrives too late. From an early age pupils, badly slow learners, are picking up health education at home, from friends, from the media, in the environment generally. They pick ideas, expectations, attitudes and information from everywhere.

Today's life-style is conducive to suggesting "norms" of behaviour many of which lead to ill health. Slow learners are frequently susceptible to these influences. A sum total of their experience may lead them to assume that drinking is a normal part of life, that it is a fun, take risks, adopt a particular dress if they are to achieve respect, adult status and be like everyone else.

To reflect this, teaching needs to begin early and be presented in a "chipping up" method - little bits often. *Fit for Life* introduces a new, structured approach which reflects the way ideas, facts and skills are acquired gradually. The materials are organized in three levels: 5 to 8 years, 9 to 12 years and 13 plus years. Key concepts are introduced first at Level 1, then developed and extended at subsequent levels. An attempt has been made to frame objectives which are realistic, but will stretch pupils in the process of achieving them.

Who should teach health education to slow learners? Although specialist teachers have a role to play, these materials bring health education into the realm of the general teacher and form-teacher. The great nature of the work and the emphasis on language development should present admirable opportunities for introducing health education alongside existing programmes. A development can give pupils the capacity for healthy and enjoyable life-styles.

EXTRA

## 'You don't need expensive hostels and a lot of rules and regulations'

Diane Spencer visits Pengwern Hall where MENCAP organize a training programme for the mentally handicapped

The flat above the village grocery shop in St Asaph in North Wales was orderly, ordinary and homely. A teenage boy was cutting up carrots in the kitchen; his flatmates were out of work.

The only remarkable thing about the scene was that they were all mentally handicapped. Just a handful of the hundreds who have gone through a training programme at Pengwern Hall, which is run by the Royal Society for Mentally Handicapped Children and Adults, MENCAP.

The hall has developed since 1966 as a centre to provide training for independent living for mentally-handicapped school leavers. It now provides a variety of settings for the trainees so they can progress from communal living with 30 others in the hall itself to sharing with four or five friends in flats or houses, virtually independently.

Mentally-handicapped young people now help to run a grocery and a secondhand bookshop in St Asaph. Building work is already in progress in a village a few miles away to convert old premises into another store and flat.

Although Pengwern has no terms, timetables, or teachers, it is an educational establishment. All the staff are expected to use everyday activities to teach the young people how to help themselves so they can lead as normal a life as possible in the community. The renovation of houses acquired over the years in St Asaph and the conversion of the Hall's old stable-block into small cottages has been done by Pengwern staff with the help of the trainees. Gardening and upkeep of the property is done by the boys and girls under the supervision of "instructors" who are craftsmen-turned-teachers.

Martin Weinberg, the director, and his 45 staff (half of whom have been there for seven years) have been getting on quietly with the job but have suddenly found themselves in the Welsh limelight.

In March this year the Welsh Office published "The All-Wales Strategy for the Development of Services for the Mentally Handicapped", the report of a working party on how to shift care and responsibility from hospitals

and other institutions to the community. Rhonda in Mid Glamorgan and Anglesey and Arfon in Gwynedd were designated key areas to get the strategy going and £1.6m will be spent this year.

Pengwern is a very rare example of doing already what the document is urging the social service departments to aim at. It was given a modest £20,000 to help with its own staff-training programme which began last September, and is being used by the Welsh Office for in-service training.

"Money is being thrown at the social services departments and senior staff are being thrown at us," said Mr. Weinberg.

He realized some time ago that no one was training people to work with the mentally handicapped in the community. "Everyone thought it was a good idea but who put it into practice?" Mr. Weinberg decided to capitalize on his own human resources - his staff - but in order to do so he needed to create a more formal educational structure to his operation.

Margaret Hamilton, a senior lecturer in psychiatric social work at Manchester University, was appointed part-time for two years to provide a course at Pengwern. The idea was to get the staff to think of themselves as tutors to 20 newly-recruited "student/workers" who would, by learning on the job, at the end of two years be capable of working with mentally-handicapped people in the community. "We need people who don't come out of the institutional mould," the director explained.

At first the staff saw it as an enormous threat, this teaching function - it had to be worked and lived through," said Mr. Weinberg. The

students were a bit puzzled at first as many had failed to realize that it was more like an apprenticeship than a course, especially as most of them had just graduated and were used to formal education.

This year the formal side of the course - weekly seminars with staff and students - will be more structured and students will be given a much clearer idea from the start of what to expect.

Both Mr Weinberg and Ms Hamilton are pleased with the results so far. Even one or two of the most sceptical staff have been motivated to take Certificate in Social Work courses.

So far the most troublesome students have been the high-powered individuals from social services and education on the in-service courses. "We turn ourselves into some sort of fodder for them to earn their general approbrium," said Mr Weinberg, and according to Ms Hamilton "there are quite sharp confrontations and they do require a lot of difficult teaching".

Some criticized Pengwern because trainees had to share bedrooms and wardrobes: "They must have their privacy". But at the same time they asked: "How do you teach the mentally handicapped to share?" Some failed to understand that certain adolescents would think it a punishment to be put in a room alone.

However, all might not be in vain, thinks Mr Weinberg, if local authorities develop services so they will not require Pengwern Halls. As Howard Gilmartin, who masterminded the shop development, said he was showing me round the flat in St Asaph: "All a local authority needs to do is to rent a place like this for about £20-a-week and appoint a couple of people to keep an eye on the kids. You don't need expensive hostels and a lot of rules and regulations."

Unfortunately what local authorities also need are the right people to "keep an eye on the mentally handicapped and have bright ideas like the Pengwern staff. Martin Weinberg says there are enough people in the community who can do it; but the trouble is finding them: "The impression has been given that anyone can do it; but it is a highly skilled job."

## Poverty of choice

by Patricia Rowan

**Disability in Adolescence.** By Elizabeth M. Anderson and Lynda Clarke in collaboration with Bernie M. Spain.  
Methuen £14.95. £6.95, 0416 727301.

Sex for young people with spina bifida or cerebral palsy.  
Association for Spina Bifida and Hydrocephalus with the cooperation of The Spastics Society and SPOD. £1.25 (plus 27p p&p). 0 96687 03 9.

Behind the flat title, *Disability in Adolescence* is a telling mix of carefully analysed research and frank case history, which chronicles the failure of society to meet the needs of the young people in question.

It is required reading for anyone working with them, partly because it is still so rare to hear directly from those concerned what those needs are, rather than how they are perceived by those providing the services; partly because Dr Elizabeth Anderson herself had the rare combination of experience, perception and skills to draw out their hopes, fears and ignorance. Though she died before the book was finished, her colleagues have been faithful to the concept.

They were looking at the personal and social needs of congenitally-disabled adolescents. The sample of 19 young people, chosen for study because their main problems were physical rather than intellectual, all

had either congenital cerebral palsy or spina bifida and accompanying hydrocephalus, with 15 of 70 or more. Most were moderately or severely handicapped, and 90 per cent were multiply handicapped. They (and their parents) were interviewed first at 15-years-old, and half of them were followed up 18 months after leaving school.

A third of the sample were in ordinary schools, and liked it there, and nearly all revealed the normal feelings and aspirations of young people about friendship, sex, marriage, travel and independent living.

But all too often it seemed that nobody before had talked to them about any of these things. Not nearly enough was done by schools or hospitals to give them the information about the nature or cause of their handicap, services, or capacity for parenthood and marriage.

By the young people concerned were neither in jobs nor in college, but isolated at home, or in day centres devoted to the ailments of the elderly. They were ill-prepared in the personal skills that might have extended social contacts, or for the independent travel that could have helped to keep up friendships or relieve the terrible isolation that goes along with unemployment.

Poverty of choice was aggravated by the lack of feedback on assessment for follow-up for those leaving col-

lege in the way of guidance or counselling.

When the researchers felt bound to give advice themselves about sex or marriage "in some cases the relief on the teenager's face was very marked". Often they were distressingly ignorant about whether sexual relations were possible or whether, if they could have a child, it would be likely to be handicapped. Usually they had never dared to discuss their acute anxiety with anyone before.

The impression was that they did not feel in control of their own lives. Decisions were made behind closed doors without consulting them about alternative jobs or courses, and it wasn't thought worthwhile to tell them what allowances they were entitled to. How could they gain any self-confidence or sense of personal worth?

The authors conclude that what is most urgently needed is a point of advice and support for all disabled teenagers for some years after leaving school, something like the "Warning" named person concept. Meanwhile, *Sex for young people with spina bifida or cerebral palsy*, a handbook aimed at the same group, does combine balanced advice about sex and love in general with necessary information on what is possible, together with practical tips on how to do so as to circumvent handicaps or make as light of them as feasible.

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EXTRA

## Mind and body

Pat Aggarwal on playing and learning within Westminster Children's Hospital



Pat Aggarwal helping children with a project on the hospital.

Climbing the steep steps to the main doors of Westminster Children's Hospital, medical staff and patients might catch a glimpse of the Board Room immediately inside. This dark hushed room with its elaborately carved wooden panels, stained glass windows and ornate chandeliers is, surprisingly, bustling with life and activity. There is piano music and children are singing. Visitors pause to watch children playing with sand, crawling through tunnels, and are intrigued and amazed when they chance upon a drama workshop or music therapy session, to see severely handicapped and sick children involved, having fun in a hospital setting. This is school at WCH.

Westminster Children's Hospital is an old hospital. It was opened in 1907 through the inspiration of Lady Robert Mond. She was a voluntary member of a group of ladies connected with the St Pancras School for mother and child welfare. They were concerned with the high infant mortality rate, and WCH was the first institution in Europe to be purpose built for the nutritional care of infants. The hospital is situated in Vincent Square. On one side, is the busy Vauxhall Bridge Road, and on the other, the quiet green belonging to Westminster Prep School, with its cricket pitch, tennis courts and playing areas. Our children make use of these excellent facilities, in the heart of the city.

This is a small hospital exclusively concerned with children. It acts as a focus for a wide range of services: we specialize in the care of spinal bifida and hydrocephalic patients; bone marrow transplantation has been pioneered here, and it is a specialist unit; we have an active Psychiatric Department, with a Day Unit for intensive therapy and treatment. We were one of the first hospitals to encourage open visiting for parents, and there is accommodation for resident mothers.

Because of the nature of specialization, there are many repeated admissions, and some of our children will spend many months as in-patients. All these ingredients contribute towards a complex family life within the hospital.

The layout of each ward is quite distinctive, a combination of three to five bedded units and larger areas. There is a proliferation of small rooms and cubbyholes everywhere. A classroom, neat but tiny, situated on the fourth floor is used mainly by children from the ward who stay over seven days a week. Teaching goes on wherever demand dictates - in playrooms, the centre of the ward, verandahs, wherever there is space for a group of children and their pencils and papers. Much of the teaching has to be done by the bedside because the child is in traction or on bedrest.

There are four teachers on the permanent staff, with a weekly role of 30 children. The age range of students varies from nursery school age to college students and older chronically sick patients who are offered further education during their prolonged stay in hospital. Coping with this sort of

demand is obviously difficult. Help comes from the extraordinary adaptable hospital tutor service. Academically inclined children of secondary school age are able to continue their school curriculum with individual help from visiting specialist teachers in Maths, English, Science, French, etc.

External examinations can take place in hospital. Earlier this year, a candidate was obliged to sit most of her O level examinations here. The nursing staff showed a keen interest in the Human Biology course. By the time the exam came they were almost as nervous as the student.

Health and education is something which cannot be ignored in our adolescent ward. With the co-operation of parents and nursing staff, and the advice of the authority's adviser, we are devising a programme tailored to the specific needs of our handicapped patients in this area.

We have many non-English speaking children from abroad. Recently we asked an English-as-a-second-language specialist to help us with a 14 year old crippled girl from Gambia. It was predicted that she would be with us for the best part of a year. It was obvious that she was bright and intelligent, although she had not attended school because of her handicap. With the guidance of the language specialist, nurses, parents, domestics, and porters all delighted in teaching her English and helping her communicate.

Many of our children are not in a position to take advantage of formal

education. Our curriculum recognises this, and the focus on the eight bedded adolescent ward is on social skills and independence. Patients are encouraged to see themselves as a supporting and supported group. The teacher based in this ward has worked very hard to initiate appropriate schemes which include working with clay under the guidance of a sculptor, typing, dressmaking, art/craft, drama, poetry, story workshop and cooking, especially if there is a party coming up. Many of the patients are taken on outings, and given training in managing money, going into shops and making choices, and similar skills in daily living which are of paramount importance. We also have the regular services of an LLEA careers officer.

For all groups of children, especially longstay, wheelchair bound, patients, educational outings are important. Our immediate environment provides ample opportunities for children to share in the pagantry around Westminster and Buckingham Palace, where historical and architectural splendour abound. For children who are bedbound in hospital, but who will have visited the tourist attractions while during their stay in London, we have developed a project on London.

The school at Westminster Children's Hospital has put much energy into fostering links with the local community. We have been successful in getting a bus with a rail-till for wheelchair, so children can visit the Family Workshop at Pimlico School.

We have channelled offers of expertise from local residents through the support of local charities, and our own most generous League of Friends. Our music specialist, the actors of the Ever Expanding Theatre Company, the sculptor, our mini sports coach, are all financed in this way. They help us fulfil our greatest need of all, which is for more people. As well as the Pimlico students, six pupils from Westminster School make a valuable and regular contribution throughout the year.

In common with all hospital schools, one of our biggest problems is continuity. This can be encouraged by displays, which provide much needed motivation and is the main reason we often teach through projects. The most frequently used project is on the hospital itself. Hospital is a strange and frightening place, and the teacher plays an important part in helping the child adjust and learn to live with normality. The project caters for all ages, interests and abilities. It has worksheets, creative writing suggestions, pictures, photographs of personnel, puzzles, quizzes, games, graphs, etc. covering the building, the work going on in the hospital, the attitudes and feelings of the children on being here, and the people they meet on the wards. It is open ended in its scope and

can be readily extended in whatever direction seems appropriate. The completed sheets, which vary with each individual, are stapled together, along with any work done in other subjects, and the child leaves hospital with his own workbook.

Another successful venture used throughout the hospital is the story telling scheme. Material appropriate for all ages is xeroxed, together with a worksheet, and the group participates in reading and follow-up work.

In the classroom on the fourth floor, the atmosphere is 'school', something the children are familiar with. There they relax and talk about their problems, do English and Maths, and chat amongst themselves. Friendships are cemented. Many of the children have been in and out of hospital so often they are totally familiar with the procedures and are a great source of reassurance and comfort to a child on an initial visit.

The weekly workload of each teacher is quite different: we all work very much on our own. One teacher is based in the Psychiatric Day Hospital, but also makes a contribution to the main hospital. The other three hospital teachers contribute their individual skills to the Psychiatric Unit. In fact, all the teachers wear two distinct hats. Alongside our work on the wards we are part of the multi-disciplinary team at the Psychiatric Day Hospital and participate fully in the children's treatment programmes. This involves long hours and lengthy discussions.

The teacher based in the bone marrow unit finds coping with distressed children and their parents especially difficult. Her comment says it all - "I left home on Friday promising to come in and do a new jigsaw with her on Monday. She was quite cheerful and seemed to be making a good recovery from her second bone marrow transplant. She had been in hospital for eight weeks. On Monday morning, Jane's cubicle was empty. The ward sister told me that she had died suddenly on Sunday night of a massive haemorrhage. Whilst I was listening to this Danny aged four was waving to me in the next cubicle to come and see him. I put on my mask and gown and rubber gloves. We could see Jane's empty cubicle through the window."

Changing attitudes towards patient care has meant that most children nowadays stay in hospital for short periods. Assessment has to be quick, and the classroom well stocked with a variety of schemes and methods. Liaison with children's schools is important. This can greatly minimize anxieties felt by children and parents with regard to missing school, and allows schools to send in work for the patients to complete. On a practical level it makes all the difference to older students to keep abreast with their school work. How often I hear "They don't give you any time to catch up!" Children also get enormous pleasure from receiving letters and cards from school friends, and a visit from the child's teacher is a highlight of their hospital stay. One to one teaching gives help with a neglected area. It is remedial teaching in its true sense and provides an opportunity to understand some topic or process previously misunderstood.

Hospital teaching may not appeal to all teachers, but the work gives much personal satisfaction. Sharing our experiences and supporting each other is more vital than in other establishments. Everything depends on the enthusiasm of the teacher. It is a challenge to be faced with such a wide range of pupils and teaching activities, and is immensely rewarding. It is an opportunity to get to know children in much greater depth, and gives the chance to use initiative. It is education in its widest sense. It is frustrating to prepare work only to find children have dropped out maybe because they are too ill, or they require medical treatment, or they have been discharged unexpectedly. But when someone greets you with a beaming smile and says "I like it here - it's just like being in a holiday camp," you feel it's all worthwhile.

Pat Aggarwal is teacher-in-charge, Westminster Hospital.

## Strategies for planning

Ann Hodgson reviews books on the 'increasingly sophisticated process of assessment' and on contemporary issues in special education

*Assessment for Instructional Planning in Special Education*, by Nield Zigmund, Ada Volleccara and Rita Silverman. Prentice-Hall £22.45. 0 13 049643 X. *Contemporary Issues in Special Education*, by Rex E Schmidt and Lynn M Nagata. McGraw-Hill £12.25. 0 07 055331 X.

As our own education system is under pressure to change, particularly in the areas of assessment and placement of pupils with special needs, it is noteworthy to find an American book which could provide an invaluable aid in the increasingly sophisticated process of assessment.

Indeed, many teachers see the confusing array of assessment procedures as unhelpful, particularly as there is often a lack of guidance as to what to do with the data once it is collected.

*Assessment for Instructional Planning in Special Education* has much to offer the British teacher. It boasts its prime aim as offering strategies for planning and implementing assessment in the classroom. The focus is the assessment which is necessary once a pupil has been assessed as in need of special education and placed. It is designed to help the teacher decide not only what to teach but how to implement the necessary strategies. In this respect the book is a valuable addition to the British reader's shelf and the British reader should not be deterred by its outward American appearance as it contains much that can be directly transposed into the British system.

The text is organized into three parts. Part one provides the theoretical background for the author's approach to assessment for instructional planning. Part two puts the theory into practice for the major skill areas of reading, writing and mathematics and in these areas the teacher is helped to decide what to teach.

The final chapter in this section looks at the impact of pupils' learning styles and instructs the teacher on techniques for determining the most appropriate teaching techniques for each pupil.

Part three addresses the problem of organizing and managing assessment strategies within the classroom. The approach is realistic and implemented by case study material. Indeed, the wealth of information contained in the book is presented in a lively and interesting manner and so arranged that the teacher can dip into an appropriate section while retaining the principles advanced.

*Contemporary Issues in Special Education*, the second edition, has an edited format which allows the reader to select his or her understanding of the issues discussed. This, again, is a book written primarily for the American educationalist in a style distinctly suited to an American market.

The authors have opted to discard four of the issues discussed in the first edition and replace them with issues of more pressing importance: such as behavioural modification, affective education and teacher burnout. Many topics increasingly pertinent to our own programme have extensive integration with what will be unfamiliar to most British teachers.

EXTRA

## Integration or alienation?

Mike Gordon and Stuart Wilcox on a more flexible approach to secondary school pupils with special educational needs

Differing philosophies and pressures determine curricular and organizational approaches in our secondary schools. It would be presumptuous, therefore, to propose a single model of provision for children with special educational needs. In contemplating change it is necessary to take into account certain central issues.

A major constraint is the prestigious influence of university requirements which has resulted in an examination-oriented curriculum largely geared to those relatively few pupils who will move on to higher education. Teachers on inset courses frequently express a willingness to modify and reconstruct the curriculum but, at the same time, they are aware that their success is still judged largely by their examination results.

In spite of the movement away from a selective system of secondary education, almost a third of our comprehensive schools still place their new entrants in "ability" bands or streams. Many others introduce rigid ability groupings soon after the first year. Local authority and school procedures which lead to the early labelling of children as failures are likely to result in low expectations on the part of both pupils and teachers.

"Remedial" strategies and attitudes have also contributed to the low esteem and poor performance of many children. A deficit model of children - "there's something wrong with them" - based on a quasi-medical approach to identification and treatment of symptom-problems has been at the core of this practice. We have constructed elaborate systems for categorizing children, devised lengthy and most impressive diagnostic instruments and have produced expensive kits and materials to treat these identified symptoms.

It is hardly surprising, therefore, that remedial teachers are dismayed and perplexed by the discouraging conclusions of research projects, national surveys and their own colleagues, concerning their efficacy. The underlying causes of difficulty are still present despite the expensive prescription-paid treatment - "a diagram a day keeps dyslexia away?"

The 1981 Education Act and the post-Warwick debate have underlined the necessity for a move away from inaccurate categorization by handicap towards a positive identification and provision according to observed need. However, there is still a danger that insensitive interpretation of the special educational needs concept could produce yet another substantial "failing" group (the Warwick 16 per cent to 18 per cent) in mainstream schools.

The time seems ripe for change. Recent legislation has led many schools to re-examine their existing systems. At a recent meeting between representatives of the Secondary Headteachers' Association and NARE, there was agreement on a number of points. Present provision for special educational needs in schools was deemed to be largely unsuitable. The remedial "mother-hen" approach still prevails but, generally, the schools are now more favourably disposed to the evolution of a system of special educational

provision which is not divisive and which involves special-needs teachers in the development of a "whole school approach".

Most secondary schools operate either special classes, withdrawal groups or a combination of both. The emphasis has been on remedial provision during the early years, with little support available for older children. Few schools have attempted support directly linked to work in the mainstream curriculum and it is relatively rare to find remedial and subject specialists working together in the classroom.

The curriculum offered in special classes is often either a watered-down version of the examination syllabus (the secondary curriculum in Scotland was recently described by HMI there as inadequate for 50 per cent of the school population) or so very different from that followed by the rest of the school that successful re-entry into the normal timetable becomes increasingly difficult.

Group withdrawal from specific subjects rarely takes into account individual abilities and interests and lesson content either parallels that of the bottom English or Maths sets or is devoted to improving a narrow range of ill-defined skills.

Some schools have been developing resource-based approaches for children with special educational needs. A prerequisite for such individual-

ized, flexible provision is that the child has access to appropriate support teachers and learning facilities, which may include small-group tuition (it happens in minority "A" level subjects), short-term programmes in specific subjects and long-term special provision for meeting children's developmental needs rather than the demands of the timetable. Resource and staffing will act as constraints, but we would suggest that certain principles are central to this approach.

● **Individualized support.** The amount and nature of the support given should reflect individual needs. If we are to move away from classifying children and emphasizing placements, this is essential.

● **Continuous assessment.** Assessment of pupils' needs should be a continuous process, should involve all teachers who have contact with them and should take place mainly in the ordinary classroom. Increasingly in the primary sector, identification and assessment procedures involve continuous, structured observation by the class teacher rather than one-off, norm-referenced testing at a particular age, administered by people unknown to the pupil. Initially such assessment at secondary level is likely to draw the teachers' attention to the limitations of the system and in some cases this in itself will lead to more appropriate action being taken within the classroom.

● **A partnership.** Any withdrawal for resource-based help should, after the initial interview to explain the rationale, require the agreement of the pupil. Similarly, if a pupil agrees to receive help, he should have the opportunity to terminate this after a specified period. Circular 1983, which considers the implications of the 1981

Education Act, states: "The feelings and perceptions of the child concerned should be taken into account, and the concept of partnership should wherever possible, be extended to older children and young persons" (DES 1983). The very act of withdrawal from the ordinary class, even for a short assessment, is often a shaming experience for young people.

Not all pupils are given the opportunity for a lengthy discussion with an experienced, sympathetic adult, during which they can unload their concerns. If "partnership" is to have meaning, this will be an important function of the special-needs teacher.

● **A whole school resource.** Resource areas and special-needs teachers should serve the whole school. Rarely can a school start from scratch, and often remedial personnel and rooms have been associated with segregated, largely static groups, often considered "thick" by the rest of the school population. In time these stereotyped attitudes should be dispelled as a result of the flexibility of the resource approach, the emphasis on support in the ordinary classroom and the greater numbers and variety of pupils receiving assistance. As part of their introduction to the new school, it would help if entrants could be told that most pupils require extra help at some time and it is the function of the resource team to provide this.

There is strong pressure now on subject specialists to modify their methods and diversify their curricula in order to cater for a wide range of abilities. Representative bodies such as the Council of Subject Teachers Associations are exploring these areas of need. It would be unfair to expect teachers to succeed in achieving these aims without giving them some very constructive support. If this is not available, many children, particularly those with learning difficulties, will continue to reject what is offered.

Access to all that is best within our schools is the right of all children. Mike Gordon and Stuart Wilcox are members of NARE National Executive and of the Curriculum Sub-Committee

## Adjustments by the Board

Gillian Thomas describes how David Bundy took his O-levels

When 16-year-old David Bundy took "O" levels in History and English language and literature this summer, he struck a pioneering blow for the handicapped.

David has cerebral palsy and cannot use his hands, though he can both walk and talk reasonably well. At a pupil John Chilton School in the west London borough of Ealing, he has been a member of the school's sports team and a member of the school's choir.

His achievement is a significant step forward for the physically handicapped in two major respects. Firstly it requires the GCE examining board, to his credit London University, to recognize that special arrangements were necessary. This in itself involved him in taking test questions beforehand to establish how much extra time he would need. He had to type everything with his feet, using a "blow puff" code which had been adapted to operate his Apple computer through a Possum keyboard.

In the event, the board's assessors agreed to let him have all the time he required to complete the papers since it would be limited anyway by his own stamina. Thus he began the morning papers at 9.15 and continued until 5.0 in the afternoon, taking a short break at lunchtime.

"I got quite tired," he smiles disarmingly, but has no doubts whatsoever about the mammoth effort involved. Technically it was a break-through too. The foot controls which David had always used to operate his electric typewriter were adapted to computer code using a specially-programmed interface. As a result he can now produce a computer print-out as well as his other data facilities.

This has enabled him to speed up his writing and produce a tidy, correct copy - both essential in an exam and an enormous advantage when note-taking in the classroom.

Ealing Education Department's imaginative computer programme and the special set-up at David's school both combined to make the "O" levels a feasible proposition.

By his special needs was first recognized 15 months ago by the borough's advisory teacher in computers, Brenda Rayson. She worked closely with David's occupational therapist in Hillingdon, Jonathan Seagrave, on the development of the interface. It was eventually produced by an experienced programmer they knew through Mercedes-Benz.

Money was available through social services and education budgets and David was due for a replacement typewriter. Moreover, thanks to a financial contribution from his parents, he now has a duplicate set of equipment at home. This is a big advantage as it enables him to put in at least four hours' homework every evening.

The John Chilton School for the physically handicapped opened in 1977, has 60 pupils from 2 to 19, half of them at secondary level. It was purpose-built on an adjacent site to Walford Comprehensive and Northolt First and Middle School. This enables its pupils to integrate as and when appropriate.

Other children with severe communication difficulties are similarly beginning to follow exam courses. Indeed all John Chilton's senior pupils are now integrating - some for only one subject, others for all - not least because technology is increasingly making it a practical proposition.

"We are only just realizing the potential of computers for the handicapped and it seems that the sky's the limit," says Marion Bennett, the deputy head at John Chilton, who has responsibility for the high school integration programmes.

"The only real constraints are time and money. Since every child's need is different, there is no single solution. The computers and their programs have to be adapted to individuals and it takes time to consider what is needed, find the programmers to carry out the work and then get the electronics produced. Not to have unlimited resources is a bit of a hard-wired involvement."

Since computer technology itself is in its infancy in the school context, Mrs Bennett also points out that pioneering developments take place largely in isolation at present. Clearly

it would be advantageous for teachers to know what is going on in other schools and pool experiences.

Another pupil at John Chilton, 15-year-old Karen Rounell, embarks on her "O" levels this term. Also having cerebral palsy, she cannot speak clearly, but is able to operate an expanded keyboard with her fingers. Shortly she will have 25 computer switches added to it and linked to a BBC microcomputer. This will speed up her typing and provide print-out control.

In the longer term a boy sick will be needed for graphics. These are, of course, an integral part of maths and science. With his present system David does not have this facility, an obstacle which has yet to be overcome with regard to his next four exams. He chose to take English and History first for this reason - and they were also his strongest subjects.

For children with more finger control, the school has just acquired six small speedwriting machines. Micro-writers, which can be linked to computers and have the big advantage of being easily portable. So they can be carried from class to class with a minimum of fuss - and be taken home. With the new academic year, Ealing has seconded another teacher, Chris Page, to work with Brenda Rayson on projects for the disabled. In the long term it is hoped that handicapped children themselves will get involved with programming to enable computers to perform to their specific requirements.

Indeed David is keenly aware of the opportunities in this area, though at present, with his little spare time. Chess in fact is his main relaxation and he is a well-known and respected contestant in local tournaments.

Like their able-bodied counterparts, handicapped children have a natural inclination to make technology plus the additional motivation to master it as a unique communication tool. Thus the staff at John Chilton encourage all their pupils to familiarize themselves with computers at every opportunity, and are particularly pleased to advise parents about the possibilities.

Above all, David Bundy is pioneering the way ahead.

## NEW from ARNOLD-WHEATON

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**HAVINGER**  
LONGDON BOUROUGH OF  
HAYBURN  
BURN J.M. & I.  
SCHOOL  
Taunton Road, Harold Hill,  
Worcester RM7 7JG  
(Estimated Roll 1983/84 -  
325)  
Tel: Ingersbourne 43471  
Headteacher: Mrs. M.A.  
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An enthusiastic and innovative  
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Uxbridge, Middlesex  
Tel: Uxbridge 34401  
where further details  
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possible after March 9  
or 1983.

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**Required for January 1984, to be responsible for Elementary and Games throughout school.**

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**Forms to be completed and returned by Friday September, 1983. 119**







## ilea Inner London Education Authority HEADSHIPS

ARCHBISHOP TENISON'S CE (SB) SCHOOL  
58 Kensington Oval, SE11 1BP

Following the retirement of Mr R.C. Shepherd, the post of headteacher of this 3 LA school will be vacant on 1 January 1984. Roll 607. Burnham group 9 plus inner London allowance. Applications are invited from those in sympathy with the school's aims and having substantial and successful experience of inner city comprehensive education.

Further particulars and application forms are available from the Clerk to the Governors at the school. Closing date for applications: 23 September.

ELTHAM GREEN (SM) SCHOOL  
Dunstable Road, SE8 8DQ

Vacant now following the resignation of the former headteacher, Mr M.H. Clarke, Roll 1700. Burnham group 12 plus inner London allowance. The school places great emphasis on developmental group work.

HAMMERSMITH (SM) SCHOOL  
The Green, W6 7JG

Vacant now following the resignation of the former headteacher, Mr M.H. Clark, Roll 1700. Burnham group 12 plus inner London allowance plus £2012/26 social priority allowance. Newly amalgamated school providing good opportunity to develop genuinely comprehensive education.

HENRY COMPTON (SS) SCHOOL  
Kingsway Road, Fulham Palace Road, SW6 6BN

Vacant now following the retirement of the former headteacher, Mr D.E. Green, Roll 940. Burnham group 11 plus inner London allowance plus £2012/26 social priority allowance.

QUINTIN KYNASTON (SM) SCHOOL  
Haverhill Hill, NW6 6NL

Vacant now following the resignation of the former headteacher, Mr P.J. Mitchell to another post with the Authority. The school is developing as a centre for community education. Voluntary youth activities are integrated with the school's management structure. Roll 1000. Burnham group 11 plus inner London allowance. An allowance of £1143 p.a. is currently payable (until 31 August 1984) in respect of community education responsibilities.

WALWORTH (SM) SCHOOL  
Shemill Road, SE1 6U

Vacant now following the retirement of the former headteacher, Mr N.C. Uss, Roll 1288. Burnham group 11 plus inner London allowance. Please send latest copy for application forms and further details to Education Officer, EOT/810, County Hall, SE1 7PB. Closing date for the return of completed application forms 30 September. ILEA is an equal opportunities employer.

## LONDON BOROUGH OF BRENT EDUCATION COMMITTEE

JOHN KELLY BOYS HIGH SCHOOL,  
Crest Road, NW2 7SN

(Roll: 385, 11-18, Social Priority School)

Required from January -

## HEADTEACHER (Group 9)

Vacancy due to retirement.

Application forms with further details (SAE) from Director of Education, PO Box 1, Chesterfield House, 9 Park Lane, Wembley, HA9 7RW, returnable by 19th September.

London Allowance of £287 per annum is payable.

Brent is an equal opportunity employer.

Applications are welcome from candidates regardless of Race, Nationality, Ethnic or National Origin, Age, Marital Status, Sex, Sexual Orientation and from Registered Disabled Persons.

Brent is fundamentally committed to Multi-Cultural Education.

## HEADSHIP

Diocese of Chichester

The Holy Trinity Church of England

Aided Comprehensive School

Crawley

Applications are invited for the Headship of this Group 11 school which will be vacant from 30th April 1984.

Age range 11-18 and number in Sixth Form 140.

Further information and application forms from the Chairman of Governors at the School, Buckswood Drive, Gosport Green, Crawley, West Sussex, RH11 8JE. Closing date 7th October 1983.

**West Sussex**  
COUNTY COUNCIL



## SECONDARY HEADSHIPS continued

KENT

CANTERBURY DISTRICT EDUCATION AUTHORITY

THE SECONDARY DIVISION

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Further particulars from forms from the Headmaster, William Robertson School, Main Road, Wotton Bassett, Wiltshire, W.S. Closing date 23 Sep-tember, 1985/86. 132422





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**ESSEX**



















**MERTON**  
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**EDUCATION COMMITTEE**  
**LANGUAGE DEVELOPMENT**  
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 based at Casterbury Primary  
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**MILITARY PERSONNEL**

## Montan Borough







# COLLEGES OF FURTHER EDUCATION

continued

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##### SOUTH KENT COLLEGE OF TECHNOLOGY

###### DEPARTMENT OF STUDIES

###### PRINCIPAL LECTURER

Applications are invited for the post of Principal Lecturer in the Department of Studies to commence on 1st January 1984.

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Closing date for applications: 23rd September, 1983.

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## WOLVERHAMPTON

### SOUTH KENT COLLEGE OF TECHNOLOGY

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## BERKSHIRE

### COUNTY COUNCIL

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Closing date for applications: 23rd September, 1983.

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## CALDERDALE

### METROPOLITAN BOROUGH

#### EDUCATION COMMITTEE

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COLLEGES OF FURTHER  
EDUCATION

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LONDON BOROUGH OF  
HARROW COLLEGE OF  
FURTHER EDUCATIONDEPARTMENT OF  
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LECTURER GRADE II -  
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DEPARTMENT OF  
TECHNICAL & SCIENTIFIC  
STUDIES  
LECTURER GRADE II -  
ACCESS COURSES

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ACCESS COURSES

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HARROW IS AN EQUAL  
OPPORTUNITY EMPLOYER

For further details and application forms, please contact the Principal, Harrow College of Further Education, 15000, Harrow, Middlesex HA1 1AA. Tel: 0181 871 1111. Fax: 0181 871 1111.

## HAVERING

HAVERING TECHNICAL  
COLLEGE  
PART-TIME LECTURER  
VACANCIES

Applications are invited for part-time lecturers in the following subjects: Design, Engineering, and Business Studies. The post holder will be required to be involved in the development of the college's educational provision in the field of Access Studies. The post holder will be required to be involved in the development of the college's educational provision in the field of Access Studies. The post holder will be required to be involved in the development of the college's educational provision in the field of Access Studies.

HERTFORDSHIRE  
WATFORD COLLEGE

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## LEEDS

CITY COUNCIL  
EDUCATION  
DEPARTMENT  
LEEDS COLLEGE OF  
FURTHER EDUCATION

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## LIVERPOOL

EDUCATION COMMITTEE  
RIVERSIDE COLLEGE OF  
FURTHER EDUCATION

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LIVERPOOL  
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NOTTINGHAMSHIRE  
COUNTY COUNCILHARROLD HALL  
EDUCATION  
DEPARTMENT

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COUNTY COUNCIL

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## SUFFOLK

SUFFOLK COUNCIL  
EDUCATION  
DEPARTMENT

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SUFFOLK  
COUNCIL

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## oxford polytechnic

## FACULTY OF EDUCATIONAL STUDIES

The Faculty wishes to make the following appointments from 1st January 1984:

4 Posts of:  
LECTURER/SENIOR LECTURER

In Primary Education with particular interest in: Computers in the Curriculum (Ref ED4 (P)) Languages and Reading (Ref ED5 (P)) The Humanities (Ref ED6 (P)) Social Psychology (Ref ED7 (P))

2 Posts of:  
LECTURER/SENIOR LECTURER

In Special Needs and In Education of the Deaf with particular interest in: The Education of Children with Special Needs in the Ordinary School (Ref ED8 (P)) The Education of the Deaf, especially Early Years (Ref ED9 (P))

Salary Scale - Lecturer/Senior Lecturer £7,215-£13,443

Candidates should have recent School experience as well as suitable academic qualifications. Please quote the reference when applying for any of these posts. For further details and application forms for any of the above posts please apply to Miss Margaret Egan, Oxford Polytechnic, Headington, Oxford, OX3 0BP. Telephone: Oxford 84777.

University  
Appointments

## CAMBRIDGESHIRE

CORPUS CHRISTI COLLEGE  
Cambridge CB2 3RQ  
SCHOOL OF THEOLOGY  
Applications are invited for part-time lecturers in the following subjects: Design, Engineering, and Business Studies. The post holder will be required to be involved in the development of the college's educational provision in the field of Access Studies. The post holder will be required to be involved in the development of the college's educational provision in the field of Access Studies. The post holder will be required to be involved in the development of the college's educational provision in the field of Access Studies.

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Research Posts  
LONDON

## RESEARCHER

The Secondary Education Research Council, a research council of the Department of Education, is seeking a research officer to undertake research in the field of secondary education. The post holder will be required to be involved in the development of the college's educational provision in the field of Access Studies. The post holder will be required to be involved in the development of the college's educational provision in the field of Access Studies. The post holder will be required to be involved in the development of the college's educational provision in the field of Access Studies.

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RESEARCHER  
LONDON

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Fellowships,  
Studentships and  
Research Awards

## UNIVERSITY OF LONDON

RESEARCH FELLOWSHIP  
IN CHILD LANGUAGE  
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## Adult Education

## COVENTRY

ADULT BASIC  
EDUCATION ORGANISER  
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## Community Education Branch

Head of the  
Continuing  
Education Unit

(Adult Education Service)

Burnham (FE) Head of Department II

Applications are invited from experienced Adult Educators for the new post of Head of the Continuing Education Unit of the Adult Education Service. The Service has a large Literacy/Numeracy programme and considerable ESL provision, each previously overseen by a Senior Lecturer.

The successful candidate will have a background of specialist involvement in Adult Literacy/Numeracy programmes and will be required to maintain and develop standards of provision in the field. In addition you will co-ordinate the efforts of other full-time and part-time staff in the establishment of a Continuing Education Unit, which will provide the educational input to the Youth Training Scheme and other programmes developed within the Community Education Branch to meet Continuing Education needs in the post-school sector.

The post carries a Car Allowance and the successful candidate will be expected to take up the post as soon as possible.

Please quote ref: 05474.

Application forms and further details available from the Senior Education Officer, Community Education Branch, Graydon House, 394 High Road, Leyton, E15 8GE. Telephone 01-559 0547.

Closing date for applications: 23rd September, 1983.

TE930

AN EQUAL OPPORTUNITY  
EMPLOYER

Applicants are considered on their merits, without regard to race, sex, age and marital status.

Waltham Forest

## DEPARTMENT OF EDUCATION AND SCIENCE

HM Inspectors of Schools,  
England

## Home Economics

Applications are invited from men and women, preferably aged between 35 and 45, for appointment as HM Inspectors with a major assignment in Home Economics in Schools, colleges and teacher training. Applicants must have good specialist qualifications and substantial teaching experience. Experience of work at senior level in schools or colleges or of advisory work would be an advantage. Appropriate industrial experience would also be an asset.

All HM Inspectors undertake general duties as well as specialist work and candidates should therefore have a broad understanding of the place of home economics in education and its relationship with other subjects. Those appointed will have opportunities to take part with other HMI in work related to current developments such as the Technical and Vocational Education Initiative, developments in examinations, and the White Paper on Teaching Quality.

Starting salary is within the range of £14,400-£20,800 (up to £1250 higher in London).

Application forms (to be returned by 14 October 1983) and further information may be obtained from Mr E Foster, Department of Education and Science, Room 16/17, Elizabeth House, 36 York Road, London SE1 7PH, Telephone 01-928 9222, extension 2786 or 2237. Please quote 6/83.

## COLLEGES OF HIGHER EDUCATION

D.M.I.H.E.  
DONCASTER METROPOLITAN INSTITUTE OF HIGHER EDUCATIONHEAD OF DEPARTMENT OF  
MECHANICAL AND  
PRODUCTION ENGINEERING  
(GRADE VI)

Applications are invited for the headship of this large department which provides a wide range of courses mainly at craft and technical level. Applicants should be chartered engineers and have a degree, teaching and industrial experience, and proven administrative ability. The appointment will date from 1st January, 1984. Salary Scale: Head of Department Grade VI £16,832-£19,327.

Please send stamped addressed envelope for application form and post particulars to: Staffing Section, Doncaster Metropolitan Institute of Higher Education, Watford, Doncaster DN1 3EX.

Closing date for applications 23rd September, 1983.

D.M.I.H.E.  
DONCASTER METROPOLITAN INSTITUTE OF HIGHER EDUCATION

## SENIOR LECTURER (Re-Advertisement)

Applications are invited for the post of Senior Lecturer in charge of Hotel, Catering and Institutional Studies Section. It is hoped to appoint a lively and imaginative person able to maintain existing high standards and to lead new developments. Trade and teaching experience essential together with appropriate professional qualifications.

SALARY SCALE: Senior Lecturer £10,883-£13,443. Previous applicants will be considered and need not re-apply. Please send stamped addressed envelope for application form and post particulars to: Staffing Section, Doncaster Metropolitan Institute of Higher Education, Watford, Doncaster DN1 3EX.

CLOSING DATE 23 SEPTEMBER 1983

SOUTH GLAMORGAN COUNTY COUNCIL  
SOUTH GLAMORGAN INSTITUTE OF  
HIGHER EDUCATION  
(CARDIFF)FACULTY OF SCIENCE  
DEPARTMENT OF BAKERY, CATERING  
& FOOD TECHNOLOGY

Applications are invited for the post of

## SENIOR LECTURER IN BAKING

to teach the Principles and Practice of Baking to CGLI 126 Production, 121 Design and Decoration and 120 Bakery Certificate students.

Applicants should possess the National Diploma or equivalent qualification in Baking and have suitable experience in the industry. Teaching experience would be an advantage.

Salary scale: £10,883-£13,443 p.a. Further particulars and application forms may be obtained from the Personnel Officer, South Glamorgan Institute of Higher Education, Cyncoed Centre, Cyncoed Road, Cardiff CF2 6XD. Completed applications should be returned within fourteen days of the publication of this advertisement.

## COVENTRY CITY COUNCIL

City of Coventry  
TILE HILL COLLEGE OF FURTHER EDUCATION  
Principal Dr. H. E. Avery

Applications are invited for the posts of:

Dept. of Social Care (Grade VI)







## OVERSEAS CONTINUED

# SENIOR TEACHER OF ENGLISH (HEAD OF DEPARTMENT)

## SOLOMON ISLANDS

**Duties:** To teach English up to Sixth Form level; to be responsible for the organisation of the English Dept.; to assist with curriculum development; to undertake boarding duties and to assist with extra-curricular activities as required by the Principal.

**Qualifications:** Candidates aged over 35 should have a Degree in English, a TESOL qualification and a minimum of six years' experience teaching English at senior secondary level. Experience of teaching at an overseas co-educational boarding school would be an advantage.

**Appointment:** 2 years. Salary in range £11,319 - £14,995 including an allowance, normally tax-free, in range £7,740 - £10,410 p.a. Terminal gratuity of 25% of basic salary.

Other benefits include free family passage, children's education allowances and subsidised accommodation. An appointment grant of up to £300 and an interest free loan of up to £2,700 may be payable in certain circumstances. Superannuation rights may be safeguarded. Applicants must be British citizens.

For full details and an application form, please apply clearly quoting ref AH372 KE stating post concerned and giving details of age, qualifications and experience to: **Appointments Officer, Overseas Development Administration, Room AH351,**



**OVERSEAS DEVELOPMENT**

BRITAIN HELPING NATIONS TO HELP THEMSELVES

### CYPRUS

**TEACH IN CYPRUS**  
The Middle East and North Africa. Many hundreds of teachers will be required from primary to university level for the next decade. The island has a free, high standard of living and excellent employment opportunities. For details of how to contact employers and recruitment agencies, please apply to: **ODA, Room AH351, 11, St. James's Place, London W1P 0DT.**

### EGYPT

**ST. PATRICK SCHOOLS**  
This primary school (4 to 12 years) requires qualified teachers of English as a foreign language. Salary October, also music teacher. Please contact Mr. J. J. O'Connell, 101, Abchurch Lane, London EC4N 3DF. Tel: 01-475 40000. References and CV. 11/83.

### FINLAND

**ENGLISH LANGUAGE TEACHERS**  
Requires native speaking teachers who will be working with an English speaking group of people in a team. We are looking for teachers of English as a foreign language. Children's age range 3 to 12 years. Salary from 10,000 to 15,000 Fmk. 30 weeks per annum. 50 days holiday. Accommodation and travel expenses and accommodation will be provided. Please send the applications with full curriculum vitae and recent photograph to: **Ms. Maria, P.O. Box 100, Helsinki, SF-00100 Helsinki, Finland.** Tel: 09-184581.

### GREECE

**EFL Schools on the Islands**  
The Ministry of Education is looking for EFL teachers for the islands. Salary 12,200 to 14,000 dr. Tel: 01-475 40000.

### GUERCE

**EFL Schools on the Islands**  
The Ministry of Education is looking for EFL teachers for the islands. Salary 12,200 to 14,000 dr. Tel: 01-475 40000.



VSO IN EDUCATION

# TEACHERS urgently needed for Developing Countries

Education plays a vital role in determining a country's future. But often a shortage of suitably trained teachers hampers development in Third World countries. VSO volunteers either fill the gaps or help train local teachers to do so. If you have the determination, imagination, flexibility and sensitivity to meet this educational challenge, contact us NOW.

## ENGLISH LANGUAGE

Posts to pass on English language teaching methods in in-service courses or within teacher training programmes... requests so far from Sudan, Tanzania, Indonesia and Bhutan... must require TEFL/TESOL qualification... others English modern languages degree plus teaching experience... middle or primary school experience most relevant.

## MATHEMATICS/SCIENCE

The rapid expansion of education systems has led to teacher shortages... in Fiji, Papua New Guinea, Kenya, Nigeria and Bhutan are countries needing volunteers with physics, chemistry or maths degrees or a science/maths teaching qualification.

## SPECIAL EDUCATION

School for blind in Sierra Leone seeks primary school teacher with relevant specialist qualification... teacher of deaf for school in The Gambia... teachers of mentally handicapped for Malaysia.

These are just a few of the 130 requests from developing countries for teachers to share their skills. The need is urgent. Posts start in the New Year. (Volunteers must be aged between 20 and 65, without dependants and willing to spend two years overseas on only local pay).

Send coupon (see appreciated) to Enquiries Unit, Voluntary Service Overseas, 9 Belgrave Square, London SW1X 8PW.

Name: \_\_\_\_\_  
Address: \_\_\_\_\_  
Qualifications: \_\_\_\_\_



# Sales Executive

Printing/Publishing

UK Home base c.£16,000 + Car

This is an excellent opportunity for a sales professional with a proven track record in the educational publishing and publishing industry to join a progressive international company. You will report directly to the American Managing Director. Your responsibility will be to seek out new business and maintain close contact with existing customers. The company currently has a very healthy order book within the EEC.

The successful candidate will be aged under 40 years and have sold positively within the educational publishing and publishing trade in UK, France, Germany and Holland, with a good working knowledge of UK educational publishing/printing industry. In addition you should speak at least 1 or 2 European languages (French and/or German).

The salary quoted is negotiable and you will be given a car and other benefits. You should be currently living in the Home Countries although candidates living outside the area will be considered. Relocation expenses if required will be paid. To be considered for this challenging position:

Write to David Wakham at PER Overseas, 4/5 Grosvenor Place, London SW1X 7GB.



# OPPORTUNITIES IN ZIMBABWE



The Zimbabwe Ministry of Education and Culture wishes to engage secondary teachers for service on three year contracts with effect from January, 1984.

Certified graduates and certificated non-graduates will be given preference, but applications from uncertificated graduates will be considered. It should be noted that only graduates with degrees in teaching subjects will be considered. The Ministry does not recruit persons with degrees in such fields as sociology, philosophy and political science.

Interested persons should write as soon as possible to the Recruiting Attaché, Zimbabwe High Commission, Zimbabwe House, 429 Strand Street, London WC2R 0SA.

Letters must provide a brief curriculum vitae, which in the case of graduates must state the subjects studied in each year of the degree course. Enquires which do not provide these details will not be answered.

# 30 TEFL Teachers

Saudi Arabia

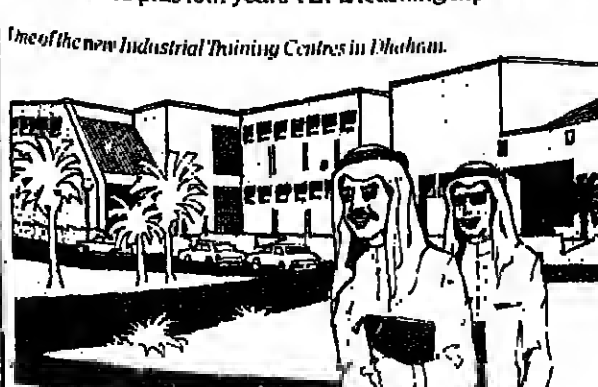
c.£15,000 p.a.

## The Reason

Since 1981 Aramco, the world's largest oil producing company, has successfully recruited 60 TEFL/TESL teachers from the U.K. Currently we employ some 700 TEFL teachers of varied nationalities to instruct some 10,500 Saudi Arab trainees. With the recent opening of two new Industrial Training Centres, fully equipped with the latest teaching aids, we need an additional 30 TEFL teachers to contribute their own skills and experience to the development of this TEFL programme.

## The Candidates

Degree or Cert. Ed. in English, Linguistics or Languages plus four years TEFL teaching experience. Degree or Cert. Ed. in other disciplines plus a PGCE with TEFL component or an RSA approved TEFL course plus four years TEFL teaching experience.



## The Benefits

As the principal concessionaire developing the oil reserves of Saudi Arabia on behalf of the Saudi Arab government, Aramco can offer the security and range of facilities that virtually no other companies can match. In addition to an attractive salary, benefits include an indefinite term employment agreement for job security, subsidised food and accommodation, annual leave with return air fare and excellent sports and recreational facilities. Initially employment will be on a bachelor/single status basis with the company also providing one additional annual return air ticket to allow visits to visit the Kingdom for a vacation. After one year's satisfactory employment, married status will normally be available.

Members of Aramco's training organisation are scheduled to visit London in the near future to conduct interviews. We would welcome enquiries from previous applicants who meet the minimum job requirements.

Telephone now for an application form or write, including a brief c.v. (quoting ref: 8871/TESI) to: John Nicholson, ARA International, 17-19 Maddox Street, London, W1R 0EY. Telephone: 01-491 8013 (24 hrs.) or 01-629 2356.



### OVERSEAS

(continued)

### GULF STATES

The Gulf States Training Centre, Bahrain, requires a Middle East teacher to teach English to Saudi Arab trainees. The teacher should have a degree in English, a TESOL qualification and a minimum of five years' experience in teaching English as a foreign language. Salary: US\$25,000 per annum plus 50% of salary. For full details and an application form, please apply to: **Ms. Maria, P.O. Box 100, Helsinki, SF-00100 Helsinki, Finland.** Tel: 09-184581.

### ITALY

**WIFI**  
Authorized school of English. Also offers English teaching courses. Applicants should have a degree, a TESOL qualification and a minimum of five years' experience in teaching English as a foreign language. Salary: US\$25,000 per annum plus 50% of salary. For full details and an application form, please apply to: **Ms. Maria, P.O. Box 100, Helsinki, SF-00100 Helsinki, Finland.** Tel: 09-184581.

### ITALY

**NOTRE DAME INTERNATIONAL SCHOOL**  
Requires English teacher for primary and secondary levels. Applicants should have a degree, a TESOL qualification and a minimum of five years' experience in teaching English as a foreign language. Salary: US\$25,000 per annum plus 50% of salary. For full details and an application form, please apply to: **Ms. Maria, P.O. Box 100, Helsinki, SF-00100 Helsinki, Finland.** Tel: 09-184581.

### SPAIN

The British School, Torremolinos, is looking for a teacher of English to teach English to Spanish speaking children. The successful candidate will be a native speaker of English, a graduate in English, a TESOL qualification and a minimum of five years' experience in teaching English as a foreign language. Salary: US\$25,000 per annum plus 50% of salary. For full details and an application form, please apply to: **Ms. Maria, P.O. Box 100, Helsinki, SF-00100 Helsinki, Finland.** Tel: 09-184581.

# Botswana

**Secondary Teaching Opportunities for recently qualified BEd and PGCE Teachers for January 1984.**

On behalf of the Botswana Ministry of Education the British Council are recruiting up to 50 recently qualified teachers for Community Junior Secondary Schools and Government Secondary Schools throughout Botswana to teach the following subjects up to 'O' level:

Physics  
Chemistry  
Mathematics  
English  
Woodwork and Technical Drawing  
Home Economics

**Qualifications:** Candidates should be single men or women or married teaching couples without children who have recently qualified as teachers with a degree plus PGCE or Teaching Certificate or a BEd. They must be UK citizens with a British educational background. Preferred age range 21 to 30.

**Conditions of Service:** Successful applicants will be posted to secondary schools in January, 1984, under contract to the United Teaching Service of Botswana for a minimum period of two years. Benefits include a house to rent and on completion of service, subsidised housing with herd land, a car loan scheme, medical insurance, installation grant and residential training course before departure.

**Salary:** Single starting salaries: (£ = P168)  
BEd or BA with Cert Ed P235 = £5,497 p.a.  
BA plus PGCE or BSc with Cert Ed P672 = £5,757 p.a.  
BSc plus PGCE P1009 = £6,017 p.a.

Exile increments given for teaching experience; local income tax approximately 11% single, 6% married; tax free gratuity of 25% of salary paid on completion of contract.

Interested persons should apply to: **TEACHERS FOR BOTSWANA RECRUITMENT SCHEME**  
Overseas Educational Appointments Department,  
The British Council, 80-91 Tottenham Court Road, London W1P 0DP.

Reference: BSA 77-128T

# INFANT/ESL TEACHER LIBYA

Immediate applications are invited for the post of Assistant Teacher with ESL experience for a British-based company at school at Raia Lanuf, 370 km west of Benghazi. The school was set up two years ago by a leading engineering and construction company, Stone & Webster. It serves children of British and other nationality expatriates between the ages of 5-11 years. The school expects a role of 30-35 pupils for 1983/84 with a high proportion of ESL children. At present there is a Head Teacher and Junior Teacher who has responsibility for ESL throughout the school.

The candidate must have appropriate teaching qualifications and overseas experience. Preference will be given to women applicants of over 30 years of age. This post needs to be filled as soon as possible but consideration will be given to the right candidate who must give a period of notice.

The contract for twelve months and the salary will be £12,250 per annum, free of local taxes. Benefits include generous leave and travel allowance and free accommodation.

For further details please apply to: **The Director, World-wide Education Service, Stride House, 44-50 Osneyburgh Street, London NW1 3RN. Tel: 01-387 9228. Applications close 30th September, 1983.**



# THE BRITISH SCHOOL OF BRUSSELS

A co-educational all-age day school of approaching 1,100 pupils requires:

# A TEACHER OF PHYSICS

for January 1984, up to A-level (Nuffield). Applicants should be qualified graduates with, preferably, special interest in electronics.

Applications with full curriculum vitae, photograph and names of two referees to:

**The Headmaster, British School of Brussels, Steenweg op Leuven 19, 1980 Tervuren, Belgium.**



## ilea Inner London Education Authority

### Inspector for Mother Tongue (Bilingual Education)

Salary Range £15,096-£16,776 (under review)  
Inclusive of £1,284 London Weighting Allowance

The Authority is implementing a policy of support for the bilingualism or potential bilingualism of a substantial proportion of its pupils and students. A second post has been established and the person appointed will possess an exceptional combination of qualities, including commitment to the principle of bilingualism, experience of mother and foreign tongue learning and teaching, English (EMT, E2L and EFL) initial literacy development, and work in inner city multi-ethnic communities. A blend of theoretical and practical experience is needed, particularly to develop the ethnic community languages. First hand knowledge of one or more of the principal community languages spoken in London is extremely important.

The person appointed will work to the Staff Inspector for Modern Languages and will co-operate with the Multi-Ethnic education team.

### Inspector for Home Economics

Salary Range: £15,096-£16,776 (under review)  
Inclusive of £1,284 London Weighting Allowance

Applications are invited from women and men with appropriate qualifications for the above post. Applicants should have substantial teaching experience preferably in further and higher education and should be able to make a major contribution to curriculum and course development. The person appointed will have responsibility for a teachers' centre and for the work of advisory teachers and will be expected to develop in-service courses for teachers in several phases of education. Evidence of an interest in promoting approaches which take into account equal opportunities for boys/girls, men/women, will be an advantage.

Application forms and further details are available from the Education Officer (EO/Cat 18) Room 365/6, The County Hall, London SE1 7PB. (Please enclose a stamped addressed envelope). Completed applications to be returned not later than 27 September 1983.

All applications will be given equal consideration irrespective of sex, age, disabilities, race, colour, nationality, ethnic or national origin, marital status, sexual orientation, family responsibility, trade union activity, political or religious belief.

## OVERSEAS

continued

### SWAZILAND

**HEAC/ROD KAMHLASA UNITED WORLD COLLEGE OF EDUCATION, SWAZILAND**  
A private, international, co-educational boarding school situated near Mbabane, Swaziland, offering a full range of secondary and tertiary education. The school is currently seeking applications for the post of Head Teacher, to be based in 1984, should be sent to: The Principal, United World College of Education, P.O. Box 1000, Mbabane, Swaziland. Tel: (031) 151151.

### SWITZERLAND

Wanted for residential post from September. French teacher with Primary-Middle School experience. Maximum age: 35. Aylesbury 90247. (180971) 400000

### SWITZERLAND

#### YOLCO COLLEGE

Switzerland. **HISTORY TEACHER** needed to replace leave of absence from April 1984 to July 1984. The post is full-time, teaching on the 11th to 15th century British and European history. The post holder will be responsible for the teaching of history and for the development of the curriculum. The post holder will be expected to develop in-service courses for teachers in several phases of education. Evidence of an interest in promoting approaches which take into account equal opportunities for boys/girls, men/women, will be an advantage.

Application forms and further details are available from the Education Officer (EO/Cat 18) Room 365/6, The County Hall, London SE1 7PB. (Please enclose a stamped addressed envelope). Completed applications to be returned not later than 27 September 1983.

### TANZANIA

**THE INTERNATIONAL**  
Our Ex-School  
The following teachers of English are sought for the post of English Teacher for Reception Class. The post holder will be responsible for the teaching of English and for the development of the curriculum. The post holder will be expected to develop in-service courses for teachers in several phases of education. Evidence of an interest in promoting approaches which take into account equal opportunities for boys/girls, men/women, will be an advantage.

### TURKEY

TEFL teacher, needed urgently for good school. Must be qualified to teach English. For information and application form, send to: The Principal, International School, P.O. Box 1000, Mbabane, Swaziland. Tel: (031) 151151.

### TURKEY

TEFL posts in wood language school at Kocaeli. For information and application form, send to: The Principal, International School, P.O. Box 1000, Mbabane, Swaziland. Tel: (031) 151151.

## ZAMBIA

**NSANSA SCHOOL**  
NSANSA SCHOOL, a boarding school for boys, is seeking applications for the post of Head Teacher. The post holder will be responsible for the teaching of English and for the development of the curriculum. The post holder will be expected to develop in-service courses for teachers in several phases of education. Evidence of an interest in promoting approaches which take into account equal opportunities for boys/girls, men/women, will be an advantage.

### TEACH ON EXCHANGE IN

USA. Qualified British teachers/lecturers of all subjects with a minimum of 5 years' experience in teaching full-time in the USA are invited to apply for post to post exchange appointment to the USA during the 1984/85 academic year. Teachers will be seconded on full UK salary plus a cost of living allowance. Further details and application forms from: The British Council, 11, Bedford Square, London WC1R 4EJ. Tel: 01-465 5101. Ext. 274. The closing date for applications is 1 November 1983. (17410) 400000

**Geography** High School. Teaching position required at Grant School, Philippines. The post holder will be responsible for the teaching of Geography and for the development of the curriculum. The post holder will be expected to develop in-service courses for teachers in several phases of education. Evidence of an interest in promoting approaches which take into account equal opportunities for boys/girls, men/women, will be an advantage.

Application forms and further details are available from the Education Officer (EO/Cat 18) Room 365/6, The County Hall, London SE1 7PB. (Please enclose a stamped addressed envelope). Completed applications to be returned not later than 27 September 1983.

All applications will be given equal consideration irrespective of sex, age, disabilities, race, colour, nationality, ethnic or national origin, marital status, sexual orientation, family responsibility, trade union activity, political or religious belief.

Unexpected vacancy available in October for a Sub. Teacher, English medium school. For information and application form, send to: The Principal, International School, P.O. Box 1000, Mbabane, Swaziland. Tel: (031) 151151.

Apply with full C.V. by Saturday 10th September. Write to: The Principal, International School, P.O. Box 1000, Mbabane, Swaziland. Tel: (031) 151151.

ECIN 482. (161801) 400000

**Administration Local Education Authority**

**DONCASTER LOCAL EDUCATION AUTHORITY**

**ADVISORY SPECIAL EDUCATIONAL NEEDS**

Salary Scale: £15,096-£16,776 (under review)

Applications are invited for this newly established post of Advisory Special Educational Needs. The post holder will be responsible for the teaching of English and for the development of the curriculum. The post holder will be expected to develop in-service courses for teachers in several phases of education. Evidence of an interest in promoting approaches which take into account equal opportunities for boys/girls, men/women, will be an advantage.

Application forms and further details are available from the Education Officer (EO/Cat 18) Room 365/6, The County Hall, London SE1 7PB. (Please enclose a stamped addressed envelope). Completed applications to be returned not later than 27 September 1983.

All applications will be given equal consideration irrespective of sex, age, disabilities, race, colour, nationality, ethnic or national origin, marital status, sexual orientation, family responsibility, trade union activity, political or religious belief.

Application forms and further details are available from the Education Officer (EO/Cat 18) Room 365/6, The County Hall, London SE1 7PB. (Please enclose a stamped addressed envelope). Completed applications to be returned not later than 27 September 1983.

All applications will be given equal consideration irrespective of sex, age, disabilities, race, colour, nationality, ethnic or national origin, marital status, sexual orientation, family responsibility, trade union activity, political or religious belief.

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All applications will be given equal consideration irrespective of sex, age, disabilities, race, colour, nationality, ethnic or national origin, marital status, sexual orientation, family responsibility, trade union activity, political or religious belief.

## SHEFFIELD EDUCATION DEPARTMENT ASSISTANT EDUCATION OFFICER (post 16)

£15705-£16812

Applications are invited from graduates with teaching experience and educational administrative experience at a senior level. Duties and responsibilities are concerned with the Authority's further education provision in five colleges, the integration of provision in colleges and schools for the 16-19's and involvement with the response to the problems posed by unemployment among adults and young people. Casual user car allowance and assistance towards removal and associated expenses available.

## INFORMATION/DEVELOPMENT RESEARCH OFFICER

Scales 5/S01 £7191-£9660

Applications are invited for this new post which has been established to provide support services for the Chairman and Deputy Chairman of the Education Programme Committee. Duties and responsibilities will include detailed investigation and research on projects and proposals, aiding in their identification, project work, liaison with members and officers at all levels and with outside organisations and persons, and a planning and monitoring service in relation to project and time management. Applicants should be sensitive to the practical requirements of the post and aware of the member/officer relationship. Experience of the Education System, not necessarily in Sheffield, will be an advantage.

Sheffield Education Department is one of the largest and most progressive in the country, and provides a challenging and stimulating working background.

Application forms and further details are available from the Chief Education Officer (Ref. 67/P/CW), Education Department, Leopold Street, Sheffield S1 1RJ to whom completed forms should be returned by 28th September.

It is the policy of the Sheffield City Council to provide equal employment opportunities and consideration will be given to all suitably experienced and qualified applicants regardless of handicap, sex or race.



## General Inspector

(Special Educational Needs)  
Soulbury HT9 (0-4)  
£15,672-£16,926

The postholder will have responsibility for Special Schools and Units and special needs in ordinary schools, including remedial provision. In addition to general duties of inspection and oversight of schools, the person appointed will be expected to contribute to other areas of the curriculum in which he or she has qualifications and experience.

Application forms and further details from: The Director of Education, The Grove, Cerehalton, Surrey, Tel: 861 5749. Closing date 21st September, 1983.

## LONDON BOROUGH OF SUTTON

## WARDEN

Central Essex Teachers Centre  
Senior Teacher Scale

Applications are invited from suitably qualified teachers to join the County In-Service Team from 1st January, 1984. In addition to responding to local needs the person appointed will be required to assist with County In-Service provision. Closing date: 26th September, 1983.

Application forms available from the Principal Adviser for In-Service Education, County Education Centre, Broomfield Place, 189 Main Road, Broomfield, Chelmsford CM1 5EQ.



County Council

## Director of Education

Salary up to £23,968 p.a. inclusive (under review)

Due to the retirement of the present Director, the Council is wishing to recruit to this key post which is responsible for the full range of education services in this busy London Borough, which has one of the largest black ethnic communities in the country. The Director will be responsible for the policies and services which reflect the needs of that community in practice as well as on paper and the successful applicant will need to be sensitive to this approach. He or she will also need a suitable professional qualification, and be able to demonstrate substantial experience in education or related fields. The actual salary on appointment could be the subject of review in exceptional circumstances.

For an informal discussion telephone the Chief Executive on 01-903 1400 Ext. 8288.

BRENT IS FUNDAMENTALLY COMMITTED TO MULTI-CULTURAL EDUCATION AND IS AN EQUAL OPPORTUNITY EMPLOYER. APPLICATIONS ARE WELCOME FROM CANDIDATES REGARDLESS OF RACE, NATIONALITY, ETHNIC OR NATIONAL ORIGIN, AGE, MARITAL STATUS, SEX, SEXUAL ORIENTATION AND FROM DISABLED PERSONS.

Further information is available from the Controller of Personnel and Industrial Relations, Room 1, Brent Town Hall Annex, Forty Lane, Wembley, Middlesex (Tel: 804 1244, Ext. 407). Applications should be in writing with the names of two referees and be returned by 18th September 1983. Reference No. E1 must be quoted.

## London Borough of BRENT

## SCOTTISH COUNCIL FOR EDUCATIONAL TECHNOLOGY Media Education Development Officer

Applications are invited for the post of Development Officer to coordinate and lead a national project on the development of Media Studies in Scottish education, particularly in secondary schools. The appointment will be for a period of three years beginning in October, 1983, and is being funded by the Scottish Education Department as part of a national development project in this area of the curriculum.

The person appointed will already have personal expertise in Media Studies and at least five years' teaching experience in Scotland, preferably some in a promoted post. He or she will also be closely familiar with the structures of curriculum development and will already have demonstrated the ability to work effectively in such areas.

Salary will be on the scale £12,399-£13,948.

Applications should be submitted by 30th September, 1983 to the undersigned from whom forms and further information about the post may be obtained.

Mr G. Berry, Company Secretary, SCET, Dovanhill, 74 Victoria Crescent Road, Glasgow G12 5JN. Tel: 041-334 8314.

## General Advisers

£13953-£18188 - qualified/experienced persons for Authority's Advisory and Inspection Services as follows:-

- (1) General Adviser with Special Responsibility for Modern Languages.
- (2) General Adviser with Special Responsibility for English.

All Advisers have responsibility for a group of schools as well as for subject responsibility across the whole Borough. Applicants should have had substantial teaching experience and be prepared to undertake a considerable amount of work in In-Service Training at evenings and weekends.

Application forms/details (foolscap SAE) from Director of Education, 851, James's Road, Dudley, West Midlands. Return by 22nd September.



Metropolitan Borough

## ADMIN LEA cont.

## ilea Inner London Education Authority

### Chief Inspector

Salary £26,307-£29,088 (under review)

Inclusive of £1,284 London Weighting Allowance  
With the retirement of Dr. Michael Birchmore this post in the Authority's largest LEA is vacant. The Chief Inspector is responsible for the maintenance and development of the professional and academic work in all the Authority's schools, colleges, and other institutions and the professional management and leadership of the Inspectorate and Schools' Psychological Service. Reporting directly to the Education Officer, the Chief Inspector is supported by teams of subject and phase inspectors (138 staff) and the Schools' Psychological Service (86 staff, led by the Principal Educational Psychologist). The Chief Inspector is graded Chief Officer and with the three Deputy Education Officers forms the senior management team responsible to the Education Officer.

Applicants will need to have wide and varied teaching and professional experience in educational institutions and have held a senior management position. Successful advisory and/or inspection experience will be a desirable additional qualification as will be the capacity to work in an Authority facing new and challenging developments.

Application forms and further details obtainable from the Education Officer (EO/Cat 18) Room 365/6, The County Hall, London SE1 7PB. Completed applications to be returned to the above address by 30 September 1983.

All applications will be given equal consideration irrespective of sex, age, disabilities, race, colour, nationality, ethnic or national origin, marital status, sexual orientation, family responsibility, trade union activity, political or religious belief.

## County Adviser for Religious and Social Education

Soulbury Scale, equivalent to Burnham Haedship Group 9

Applications for this post are invited from qualified teachers with a knowledge of and involvement in recent developments in Religious and Social Education. Candidates should have a variety of experience including recent experience at senior level within a Comprehensive Secondary School. They should also have the ability to work with other colleagues as part of a team.

Application forms and further details (stamped addressed envelope please) may be obtained from the Director of Education, County Offices, Matlock, DE4 3AG (Tel 0623 3411 ext. 6426).

Applications should be made as soon as possible and not later than the 21st September 1983.

Derbyshire County Council is an Equal Opportunity Employer



County Council

## Leicestershire

Technical and Vocational Education Initiative

## COUNTY CO-ORDINATOR

Salary: Head Teacher Group 16 £16,906 - £17,282

From 1st January 1984, the County will appoint a qualified teacher with good teaching and administrative experience at a senior level in secondary schools or FE Colleges as COUNTY CO-ORDINATOR for the TVET Programme. This is a key post in this exciting and ambitious curriculum development project within comprehensive education for 14-19 year olds.

Casual car user allowance.

Further details essential. Please send SAE to Director of Education, County Hall, Glenfield, Leicester LE3 8BT. Apply (no forms) giving full details, curriculum vitae, names and addresses of two referees and enclosing SAE by 27th September.

EQUAL OPPORTUNITIES POLICY  
Applications are welcome from suitably qualified persons regardless of race, colour, religion, sex or marital status or disability.

Advisory and Inspection Service  
Applications (male or female) are sought from experienced and well qualified educationists for the following important posts in the Authority's Advisory and Inspection Service which are vacant due to the promotion of the current postholders.

## General Inspector

(Special Education Needs)  
Applicants should have had experience at a Senior level in school and be able to demonstrate an understanding of special education needs, a knowledge of current trends and recent legislation in addition to a commitment to professional development of teachers in this area of work. This is a re-advertisement and previous applicants need not re-apply.

## General Inspector

(Secondary Education)  
This post is concerned with general curriculum and professional development work in Secondary Schools. Applicants should have held a senior post in secondary education and be able to demonstrate skill in and understanding of curriculum, management and professional development issues.

## General Inspector

(Music Education)  
Applicants for this post will have been involved with music education at a senior level. The postholder will be expected to make a contribution at all stages of the education service and be involved in curriculum and professional development. All General Inspector posts are graded at Soulbury Group 9 Head Teacher Scale i.e. £15,027 p.a. - £16,281 p.a.

Re-location expenses where appropriate.  
Applications for these posts should be sent to the County Council, County Hall, 111 Westinghouse Road, Nottingham NG1 6JF. Completed applications to be returned to the above address by 30 September 1983.

All applications will be given equal consideration irrespective of sex, age, disabilities, race, colour, nationality, ethnic or national origin, marital status, sexual orientation, family responsibility, trade union activity, political or religious belief.

Please quote reference: A12/145.



County Council

## GENERAL ADVISER - HUMANITIES

SALRY SOULBURY HEAD TEACHER GROUP 9 £15,672PA-£16,926PA Inclusive

Applications are invited from well-qualified humanities specialists with substantial and varied teaching experience to fill a key post in the Authority's Advisory and Inspection Team. The successful candidate will be responsible for inspecting and advising work in History, Geography, Economics, F.E. and Social Studies in the Borough's primary, special, secondary and F.E. establishments, and will be required to act as general adviser within a team of 14 which covers the whole of the Education Service and which is headed by a Chief Adviser. Knowledge of current developments in educational thought and management, teaching methods and techniques, coupled with the drive and enthusiasm to inspire and motivate others are essential requirements. Knowledge and experience of curriculum development in the 16-19 age range, and an ability to help with Business/Secretarial Studies would be an advantage. Fringe benefits may include 75% removal expenses, legal fees for house purchase (max. £600) and temporary lodging allowance. Car allowance payable.

Application forms and further particulars available from the Personnel Officer, Civic Centre, High Street, Uxbridge, Middlesex, UB8 3UW. Telephone Uxbridge 50888. Teletype reference E2644XE. Closing date 23.9.83.



County Council

## Thyrside Regional Council

Education Department

## SENIOR COMMUNITY EDUCATION WORKER (ARTS)

£8,712-£9,660 (Ref: 197/83)

Location: Duddhoe Arts Centre, St Mary Place, Dundee  
The successful applicant who will be suitably qualified, will be responsible for the overall management of Duddhoe Arts Centre and the Development of the arts within the Regional Community Education Service. A job specification is available. Closing date for receipt of applications is Friday, 23rd September, 1983.

Unless otherwise specified, application forms for the above post are available from and returnable to the Director of Manpower Services, 93 Commercial Street, Dundee - Tel: Dundee 23281, Ext. 3881.

Removal and relocation expenses are available in certain circumstances for staff appointments.

Candidates of either sex may apply.



## ADMINISTRATIVE

## HERTFORDSHIRE

**MATHEMATICS TEACHERS**  
Applications are invited for the post of Head of Mathematics in the Hertfordshire Education Department. The post holder will be responsible for the development of the subject in the county and will have a wide range of experience and qualifications. The post is a full-time position with a salary of £11,000 per annum. Applications should be sent to the Director of Education, Hertfordshire Education Department, 1st Floor, County Hall, Hertford, Herts. SG9 6JH. Closing date: 15th September 1983. 480000

METROPOLITAN BOROUGH OF BURY  
EDUCATION DEPARTMENT

## ADVISER

## FOR THE EDUCATION &amp; TRAINING OF 14-19 YEAR OLDS

Soulbury H.T. Group 8, £13,953-£15,189.

The post will include curricular developments in the last two years of compulsory education and all work in the Authority's Sixth Form Colleges, the College of Further Education and Y.T.S. Units.

Applicants should have extensive experience in work with these age groups and this newly created post, which will be available in January 1984, offers a major challenge at a time of rapid change in the Authority's range of provision.

Forms of application obtainable from and returnable to the Chief Executive and Town Clerk's Department, Town Hall, Bury BL9 9SW (Tel: 081-784 9000 Ext. 9 or 11). Closing Date: 23rd September 1983.

METROPOLITAN BOROUGH OF KNOWSLEY  
EDUCATION DEPARTMENT

## GENERAL ADVISER

(GROUP 8) £13,953 - £15,189 PER ANNUM  
WITH PARTICULAR RESPONSIBILITY FOR NURSERY AND INFANT EDUCATION

Applications are invited from well qualified, experienced teachers with good organisational ability who are able to offer advice on all aspects of the curriculum and organisation in Infant and Nursery education. The person appointed will be responsible for general advice and guidance also to a group of primary schools in a defined area of the Borough and will be expected to make a distinctive contribution to the Education Service in Knowsley. Essential car user's allowance is payable.

Further particulars and application forms from Peter M. Neasey, Borough Education Officer, Huyton Hey Road, Huyton, Merseyside L36 5YH. Tel: 051-480-611 Ext. 281/280. Please return application forms as soon as possible.

## ASSISTANT DIRECTOR OF EDUCATION

(Secondary and Further)

Grade: FOS (a) - £14,375 - £16,645 (grading under review). Applications are invited from graduates with good teaching and administrative experience for the appointment of Assistant Director of Education (Secondary and Further) to start as soon as possible.

Assistance with removal expenses in approved cases. Essential car user's allowance is payable. Application forms and job description available from: The Town Clerk, P.O. Box 18, Council House, Solihull, West Midlands B91 3QS. Tel: 021 705 6785 Ext. 338 or 021 705 6872 (evenings and weekends), quoting ref no. C56/84. Forms to be returned by 28th September 1983.

Metropolitan Borough of Solihull

## HAMPSHIRE

**EDUCATION COMMITTEE**  
**CAREERS SERVICE**  
Applications are invited for the post of Director of the Hampshire Careers Service. The post holder will be responsible for the development of the service in the county and will have a wide range of experience and qualifications. The post is a full-time position with a salary of £11,000 per annum. Applications should be sent to the Director of Education, Hampshire Education Department, 1st Floor, County Hall, Winchester, Hampshire. Closing date: 15th September 1983. 480000

Administration  
General

## HERTFORDSHIRE

The Governors of WATERLOO SCHOOL are invited to receive applications for the post of **HEAD OF SCHOOL**. The post holder will be responsible for the management of the school and will have a wide range of experience and qualifications. The post is a full-time position with a salary of £11,000 per annum. Applications should be sent to the Director of Education, Hertfordshire Education Department, 1st Floor, County Hall, Hertford, Herts. SG9 6JH. Closing date: 15th September 1983. 480000

## Child Care

## GLOUCESTERSHIRE

**NEW SOUTH WEST**  
Applications are invited for the post of **HEAD OF SCHOOL**. The post holder will be responsible for the management of the school and will have a wide range of experience and qualifications. The post is a full-time position with a salary of £11,000 per annum. Applications should be sent to the Director of Education, Gloucestershire Education Department, 1st Floor, County Hall, Gloucester, Gloucestershire. Closing date: 15th September 1983. 480000

Education  
Psychologists

## CALDERDALE

**EDUCATION DEPARTMENT**  
Applications are invited for the post of **HEAD OF SCHOOL**. The post holder will be responsible for the management of the school and will have a wide range of experience and qualifications. The post is a full-time position with a salary of £11,000 per annum. Applications should be sent to the Director of Education, Calderdale Education Department, 1st Floor, County Hall, Calderdale, West Yorkshire. Closing date: 15th September 1983. 480000

## THE SAVE THE CHILDREN FUND

In conjunction with the DFSS Working Group on Asian Health Care, it is about to launch the Asian Mother and Baby Campaign as a follow up to the Elphinstone Campaign. The main aim of the Campaign is to improve the health of pregnant mothers and their children within the Asian community by improving communication links and the accessibility of the Health Services. We are now seeking 3 team members who will be based at SCF Headquarters in London but will need to travel extensively within the UK. Appointment will be for a 2-3 year period.

## TWO CAMPAIGN ASSISTANTS

A) A qualified Health Visitor or Midwife with Asian family in either a hospital or community setting. The identification of training needs and the development of training materials for health professionals will be a major part of the role.

B) A Teacher, Social Worker or Community Worker preferably with experience of teaching English as a Second Language (ESL). The promotion of mother and child health educational programmes through ESL classes and the Home Visiting Service and the development and support of community and women's groups will entail working closely with educational and community organisations.

In both cases a driving licence and the ability to speak one of the Asian languages will be essential. Salary will be £28,500 per annum plus car. **PUBLIC RELATIONS OFFICER** (part-time) a member of the Campaign Team the PR Officer will work closely with Save the Children's PR Department and will be responsible for developing and co-ordinating the publicity for the Campaign through film, TV, Radio, Video and the National/Local Press. Previous PR experience is essential and knowledge of the Asian community an advantage. Salary will be £28,000 per annum (pro rata for a 20 hour week).



For job descriptions and application forms please contact: Leanne Linton, Press Officer, SCF, 1st Floor, 100, Victoria Road, London, W1V 6JH. Tel: 01-494 8888.

For informal discussions contact: Verna Bell, Campaign Director on 01-703 9400 Ext. 300. Closing date for applications: 23rd September 1983.

Asian Mother and Baby Campaign

## ASSISTANT INTERNATIONAL EXCHANGE OFFICER

Scale 4 (£6,264-£7,005)

Applications are invited for the above-named post which is to help to administer and develop the County's substantial involvement in exchanges with life within areas abroad. Applicants must be fluent in French and have a good working knowledge of German. The duties will involve some evening and weekend work and will include visits abroad. A Union Membership Agreement is in operation and applies to this post.

Application forms and further details may be obtained from: The Director of Education, County Hall, Durham DH1 1JH. Stamped addressed envelope required. Closing date 23rd September 1983.



**DURHAM COUNTY COUNCIL**  
**EDUCATION DEPARTMENT**



**BRITISH AMATEUR GYMNASTICS ASSOCIATION**

## TECHNICAL DIRECTOR

As part of its Technical Development Programme the British Amateur Gymnastics Association wish to appoint a Technical Director to be responsible for the overall development of the four gymnastic disciplines.

This is a key senior appointment and the successful candidate will be expected to have a thorough understanding of gymnastics as a coach in one or more of the branches of the sport together with proven administrative ability. He or she will be responsible for co-ordinating all aspects of coaching, development and national squad performance, and will be expected to establish close links with the B.A.G.A. regions, the Sports Council and local authorities to develop gymnastics at every level.

The Technical Director will be based at Littlehale National Sports Centre, Loughborough.

The starting salary for this post will be £15,000 p.a. Applications, including full C.V. should be sent to the General Secretary, British Amateur Gymnastics Association, 86 High Street, Slough, Berks. SL1 1DH by 30th September 1983.

## COMMUNITY CENTRES OFFICER

£7,191-£8,712

To join our active Community Development Division working for a progressive authority in developing urban areas.

You will need to have wide experience of community centre management, ability to liaise with professional colleagues and above all commitment and skill in developing effective voluntary committees.

Your task will be to ensure that our continuing programme of building community centres contributes imaginatively to the quality of life. For further information ring Mr Eddy Delve, Senior Community Development Officer on Swindon (0793) 26161, Ext. 3177.

Application forms (returnable by 23rd September) and further details from the Personnel Officer, Thamesdown Borough Council, Civic Office, Swindon SN1 2JH. Tel: Swindon (0793) 26161, Ext. 3425.

**SWINDON**  
An equal opportunities employer

## RUGBY PSYCHOLOGISTS

## CAMBODGESHIRE COUNTY COUNCIL

**EDUCATION DEPARTMENT**  
**PSYCHOLOGIST** (Post 5.6)

Applications are invited for the post of **PSYCHOLOGIST** in the Education Department. The post holder will be responsible for the development of the service in the county and will have a wide range of experience and qualifications. The post is a full-time position with a salary of £11,000 per annum. Applications should be sent to the Director of Education, Cambridgeshire Education Department, 1st Floor, County Hall, Cambridge, Cambridgeshire. Closing date: 15th September 1983. 480000

Application forms and further details may be obtained from: The Director of Education, County Hall, Durham DH1 1JH. Stamped addressed envelope required. Closing date 23rd September 1983.

**DURHAM COUNTY COUNCIL**  
**EDUCATION DEPARTMENT**

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## Examiners

## THE ASSOCIATED EXAMINING BOARD

The Board invites applications for the post of **CHIEF EXAMINER** in the Education Department. The post holder will be responsible for the development of the service in the county and will have a wide range of experience and qualifications. The post is a full-time position with a salary of £11,000 per annum. Applications should be sent to the Director of Education, Cambridgeshire Education Department, 1st Floor, County Hall, Cambridge, Cambridgeshire. Closing date: 15th September 1983. 480000

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